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ABSTRACT

The reauthorization of Title I (Improving America's Schools Act--IASA) made the Schoolwide Program (Schoolwide) a major strategy for schools with high poverty rates and stressed the importance of parent involvement. This guide was developed to provide professional development and parent education on Schoolwide implementation in California. The four sections are based on 1997 workshops to prepare migrant parents to work on a team with certificated school staff in learning about Schoolwide. Most materials are presented in English and Spanish. Each section includes a script for presenting the materials, a model agenda, activities, and resources needed to provide the workshop. Section 1 gives an overview of funding issues, historical events, and Title 1. It also introduces California's Statewide System of School Support (S4), the state's system of providing technical assistance to schools that decide to implement Schoolwide. Section 2 offers a general overview of Schoolwide, including components and steps to becoming a Schoolwide Program school. Section 3 includes small group activities that reinforce the first two sections; information on meeting the needs of Title 1 populations (including migrants, Native Americans, English language learners) within a Schoolwide Program design; information on Schoolwide programs in specific counties; and a review of the role of S4. Section 4 provides an opportunity to learn about model programs and recommends that workshop planners find local models. An assessment tool allows participants to identify areas of understanding and additional areas to be covered in the future. The appendix provides additional resources to assist presenters in expanding the sessions. (TD)

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ED 434 784

Schoolwide Programs
Programas Schoolwide

Parents' Guide & Capacity-Building Materials
Una Guía Para Padres y Materias de Capacitación

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A model for parents to work with others in sharing information about Schoolwide Programs
Un modelo para padres que deseen compartir información sobre Programas Schoolwide

RC 022106

Region XI Northern California Comprehensive Assistance Center

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Schoolwide Programs
Programas Schoolwide

Parents' Guide & Capacity-Building Materials
Una Guía Para Padres y Materias de Capacitación

A model for parents to work with others in sharing information about Schoolwide Programs
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Region XI Northern California Comprehensive Assistance Center

Weaving together the strands of school reform

Dear fellow educators,

We know that to create the best possible schools for our children requires a strong partnership between teachers, principals, families, and communities. With all of us working together and caring about the education of our children, we can ensure better lives for all of them. You have taken an important step in being significant partners in the effort to improve the schools in your own community. By learning about Schoolwide Programs and how to use this approach as outlined in the *Improving America's Schools Act*, you will be able to play an important role in developing excellent schools. These will be schools that are good places for all children because so many people are working together to make it happen.

We hope that this Guide will be an important resource and will provide you with what you need to work with others on teams that are planning excellent schools. If you have other needs or want to make suggestions about how to make it better, please let us know, and we will do our best to help. Thank you for all that you have done and all that you will do to make schools safe, exciting, and wonderful places to learn. Our best wishes are with you.

Yours very truly,

Beverly P. Farr
Director, Northern California Comprehensive Center
WestEd

Weaving together the strands of school reform

Estimados colegas en la educación,

Sabemos que es necesario trabajar juntos--maestros, directores, familias y comunidades--para crear las mejores escuelas posibles para nuestros hijos. Por medio de trabajar juntos y luchar por la educación de nuestros hijos, podemos asegurarles una vida mejor. Uds. han tomado un paso importante en colaborar con nosotros en el esfuerzo para mejorar las escuelas en sus comunidades. Por aprender más sobre Programas Schoolwide y cómo utilizar este proceso--según los requisitos en *la Ley de 1994 para Mejorar Las Escuelas de América (IASA)* -- Uds. podrán tomar un papel importante en el desarrollo de escuelas excelentes. Porque tantas personas están trabajando juntos, estas escuelas serán lugares positivos para todos los niños.

Esperamos que esta Guía servirá como un recurso importante y que les proveerá lo que necesitan para trabajar juntos con otras personas, en los equipos de liderazgo que están planeando escuelas excelentes. Si Uds. necesitan otros recursos, o quieren hacer sugerencias sobre como mejorar el Guía, favor de avisarnos, y haremos todo lo posible para ayudarles. Gracias por todo lo que han hecho y por todo lo que van a hacer para que nuestras escuelas sean lugares donde los estudiantes se sienten seguros, entusiasmados, y queridos. Les extendemos nuestros mejores deseos.

Sinceramente,

Beverly P. Farr
Directora, El Centro Comprensivo del Norte de California
WestEd

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GUIDE FOR BUILDING PARENT CAPACITY
ON
SCHOOLWIDE PROGRAMS

PREFACE

Overview
Goals
Structure of Guide

SECTION 1: GETTING STARTED!

Agenda

Orientation

Activity 1: Paired Interviews (Ice Breaker)

Knowledge Building

Activity 2: California School Funding

Activity 3: Summary of Historical Events (Wall Chart Timelines)

Activity 4: Information about Title I (Brochure)

Presentation: Statewide System of School Support (S4)

Empowerment and Action
Activity 5: Create an Agenda
Wrap Up, Evaluation and Homework

Additional Materials for Section 1

Sample Agenda
Attendance List (sample)
Sample "Note" Paper
Evaluation Form (sample)
Planning Committee Volunteers Sign-up Sheet
Schoolwide Programs- Homework/reading
Section I script

SECTION 2: LEARNING MORE!

Agenda

Overview of Schoolwide

Activity 1: Homework : Review information from Session 1 and respond to questions

Summary of Evaluation Results: Share findings from Session 1

Presentation and Discussion of Schoolwide Programs

Schoolwide Program Overview for Parents: a Brochure

Schoolwide Programs: What Parents and Staff Need to Know

Components of a Schoolwide Program

Steps to Becoming a Schoolwide Program

Activity 2: Schoolwide Information Outline (Review of Schoolwide Information)

Review and Knowledge Sharing of Schoolwide

Activity 3: Schoolwide Video: View and respond to video

Wrap Up and Evaluation

Additional Materials for Section 2

Sample Agenda
Attendance List (same as Session 1)
Ordering Form for Schoolwide Guide and Video (*Schoolwide Reform: A New Outlook*, WestEd)
Reflections
Sample "Note" Paper
Evaluation Form (sample)
Section 2 Script

SECTION 3: PUTTING IT ALL TOGETHER!

Agenda
Review and Knowledge Sharing of Schoolwide

Review and Discuss:
Group Questions and Responses (handouts) &
Outline (answers)
Additional Information on Schoolwide

Presentation and Discussion: Schoolwide Review/Check Off Form

Activity 1: "Activity Drawing"/Written Description (small group/large group)

Schoolwide and Special Needs - As an example, use Migrant Students' needs

Activity 2: Migrant Education Schoolwide Model / Description of Needs: Participants draw Migrant students into the drawings they completed in Activity 1, verbally describe Migrant students' needs.

Presentation and Discussion: (Other Special Needs Students)
Native/American Indians [See Appendix]
English Language Learners [See Appendix]
School Support System (S4) and Parent Training Coordination

Activity 3: Distribute list of Schoolwide Districts and Schools in Parents' S4 Regions
Discussion: Other Related Issues Based on Participants' Request (e.g., Request For Authorization of Schoolwide Forms; School/Home Community Compacts)
Wrap Up, Evaluation and Reflection

Additional Materials for Section 3
Sample Agenda
Sample Questions and Answers Asked by Migrant Parents
Attendance List (see Section I)
Request For Authorization of Schoolwide Program
Samples of School Compacts
Update on Special Education & Schoolwide Programs
Reflections
Section 3 Script

SECTION 4: REACHING CLOSURE AND NEW BEGINNINGS!

Agenda

Parent Involvement in Schoolwide: Verbal presentation/testimonial from a parent that has been involved in a Schoolwide Leadership Team

Review, Practice and Evaluation:

Activity 1: Regional (S4) Teams Review, Practice and Present Process

Activity 2: Major Concepts Learned or Need More Review: *"Got It / Need"*

Certification ,Wrap Up and Session Evaluation

Activity 3: Individual Certification Process

Presentation and Discussion:

Certificates

Evaluation

Additional Materials for Section 4

Sample Agenda
Reflection Poem
Certificate
Script for Section 4

UNA GUIA PARA CAPACITAR PADRES
SOBRE
PROGRAMAS SCHOOLWIDE

INTRODUCCION

Conceptos Globales
Metas
Organización de esta guía

SECCION 1: COMO COMENZAR

La Agenda

Orientación

Actividad 1: Entrevistas en pares (Para que la gente se conozca)

Construir Conocimiento

Actividad 2: Fondos escolares en California

Actividad 3: Resumen de eventos históricos (Cronología sobre papel puesto en las paredes)

Actividad 4: Información sobre Titúlo I (Un folleto)

Presentación: El Sistema Estatal de Ayuda Técnica (S4)

Acción y Poder

Actividad 5: Crear una agenda

Resumen, Evaluación y Tarea

Documentos Adicionales para Sección 1

Agenda (un ejemplo)
Lista de participantes (un ejemplo)
Forma para tomar notas (un ejemplo)
Hoja para solicitar voluntarios (un ejemplo)
Forma para la evaluación del cursillo (un ejemplo)
Programas Schoolwide- Tarea
Guión Para Sección I

SECCION 2: APRENDER MAS

La Agenda

Repaso sobre Schoolwide

Actividad 1: Tarea: Repasar la información del primer cursillo (Sección 1) y responder a preguntas

Resumen de los resultados de la evaluación del primer cursillo (Sección 1)

Presentación y conversación sobre Programas Schoolwide

Información sobre los <<Programas Schoolwide>> para padres: un folleto

Programas Schoolwide: Lo que necesitan saber los padres y empleados de las escuelas

Los componentes de un programa Schoolwide

Los pasos para formar un programa Schoolwide

Actividad 2: Ejercicio de repaso sobre Schoolwide (Repaso de Información)

Revisar y Compartir Conocimiento de Schoolwide

Actividad 3: Video sobre Schoolwide: Ver el video, y conversar sobre el video

Resumen y Evaluación

Documentos Adicionales para Sección 2
Agenda (un ejemplo)
Lista de participantes (como ejemplo en Sección 1)
Formas para ordenar la guía y el video sobre Schoolwide *(Schoolwide Reform: A New Oulook,* publicado por WestEd)
Reflecciones
Forma para tomar notas
Evaluación
Guión Para Sección 2

SECTION 3: JUNTARLO TODO

La Agenda

Repaso y compartimiento de conocimiento sobre Schoolwide

Repasar y Conversar:
Preguntas y respuestas escritas por grupos de los participantes (hojas para distribuir) y Esquema para responder (hoja para completar con las respuestas)

Información Adicional sobre Schoolwide

Presentar y Conversar: Repaso de Schoolwide/Forma para marcar

Actividad 1: "Dibujos"/Descripciones escritas (en gruops enteros y luego presentaciones entre todos los participantes)

Schoolwide y Necesidades Particulares (por ejemplo, los de alumnos Migrantes)

Actividad 2: Modelo de Programa Schoolwide para alumnos Migrantes / Descripción de necesidades particulares: Los participantes dibujan a estudiantes migrantes adentro de los dibujos que hicieron en Actividad 1, y describen verbalmente cuales son las necesidades de estudiantes migrantes.

Presentar y Conversar: (Las necesidades particulares de otros alumnos)
Indios Americanos/Nativos de los EEUU [Más información en el Apéndice]
Niños con poco conocimiento de inglés [Más información en el Apéndice]

El Sistema Estatal de Ayuda Técnica (S4) y Coordinación de la Capacitación de Padres sobre el Programa Schoolwide

Actividad 3: Distribuir una lista de los districtos escolares y escuelas Schoolwide que pertenecen a las regiones S4 de los padres capacitados

Otros asuntos según los participantes (por ejemplo, las formas para pedir autorización de volverse a una escuela Schoolwide, Acuerdos entre escuelas, los padres, y las comunidades)

Resumen, Evaluación y Reflección

Documentos Adicionales para Sección 3
Ejemplo de una agenda
Ejemplo de preguntas
Lista de participantes (como ejemplo en Sección 1)
Forma para Pedir Autorización de Volverse a un Programa Schoolwide
Ejemplos de Acuerdos entre Padres, la Comunidad y la Escuela
Información nueva sobre Educación Especial y Programas Schoolwide
Reflecciones
Guión Para Sección 3

SECCION 4: ¡EL FIN Y EL COMIENZO!

La Agenda

La Participación de Padres en Programas Schoolwide: Una presentación por un padre que ha participado como miembro de un equipo de liderazgo de Programa Schoolwide

Repasar, Practicar y Evaluar

Actividad 1: Repaso de los equipos de S4, presentación y practicar el proceso

Actividad 2: Concepts globales aprendidos o La necesidad de repasar más: *"Entiendo / Necesito"*

Certificar, Resumir y Evaluar

Actividad 3: El proceso de auto-certificar

Presentación y Conversación:

Certificados

Evaluación

Documentos Adicionales para Sección 4

Ejemplo de una agenda

Reflecciones

Certificados

Guión Para Sección 4

GUION PARA ANUNCIAR Y PROMOVER LA CAPACITACION PADRES SOBRE PROGRAMAS SCHOOLWIDE /

SCRIPT TO ADVERTISE AND PROMOTE A WORKSHOP FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

***Documentos*/Documents; *Actividad*/Activity**	**TIPS FOR THE FACILITATORS**	***SUGERENCIAS PARA LOS PRESENTADORES***
Conceptos Globales / Overview	• Offer an explanation of the themes of the workshop series & why it would be valuable • Post information about yourself and how to reach you	• Explicar los temas del cursillo o serie de cursillos; describir por qué importa • Ofrecer información sobre Ud. y como los participantes pueden comunicarse con Ud. fuera del cursillo
Metas / Goals	• Write and post goals of each session in the series [look in the "Structure of Guide Page" before this and consider the section summaries] • Read aloud the goals	• Escribir y poner en la pared las metas de su presentación [fijarse en la página marcadas como la *Estructura de la Guía* y leer los sumarios de las secciones] • Leer en voz alta sus metas
Organización (de este cursillo o serie de cursillos para capacitar padres) / Structure (of the Workshop(s) Series	• Explain how the workshop(s) will work (for example, information sharing and group activities)	• Explicar cómo esta organizado sus cursillos: un proceso de compartir información con oportunidades de participar en varias actividades

INTRODUCCION

- orientación
- la meta de la guía
- la estructura de la guía
- guión para anunciar y promover un cursillo sobre *Programas Schoolwide*

PREFACE

- Overview
- Goals of This Guide
- Structure of guide
- Script for Advertising and Promoting a SWP Workshop

PREFACE

Overview

The development of this guide was a collaborative effort between the Northern California Comprehensive Assistance Center at WestEd and the California Department of Education (School Support Team Unit and the Migrant Education Office). The guide was developed in order to provide professional development/parent education for parents, on Schoolwide. The need for such a guide was recognized by technical assistance providers and school leadership teams, who wanted to ensure that parents are involved as planners, implementors, and technical assistance providers in Schoolwide Program development.

The reauthorization of Title I (IASA-Improving America's Schools Act) made Schoolwide a major strategy for schools with high poverty (50% or greater) for re-designing how federal monies could be used to provide services to all students in need. As part of this effort the new Title I regulations stress the importance of parent involvement/ education in Schoolwide.

The guide is one resource that was designed to assist in addressing the legislative requirements of the intent of the new law. The new law and this guide are designed to support a basic, important belief-that parents are important, indeed crucial in the education process of their children. The more parents are involved in meaningful ways in this process, the stronger and more productive the education system becomes in ensuring that all children meet challenging standards and continue to meet their own educational goals.

Goal of This Guide

The goal of this guide is to assist Schoolwide technical assistance providers (including parents who are providing assistance) in presenting a meaningful orientation to parents and others on Schoolwide. Others who may benefit from the content of this guide would include: School Leadership Teams (responsible for designing Schoolwide Plans); community members and other school staff (need to be involved in the understanding of Schoolwide, providing input and/or implementing Schoolwide Plans); and Governing Boards/School Boards (responsible for approving Schoolwide Plans).

This guide is intended to establish a strong general knowledge base for future, more complex sessions. It was not intended to provide in-depth professional development in the components of Schoolwide (e.g., assessment).

Structure of Guide

This guide is divided into four major sections and an appendix. The four sections are based on a series of workshops that were provided to Migrant parents in 1997 to prepare them to work on a team with certificated school staff in becoming knowledgeable in the area of Schoolwide. The appendix provides additional resources that will assist the presenters in expanding the sessions and/or building additional workshops for the participants. Most documents in the four sections are in English and Spanish. The first series of workshops in 1997 were provided for parents in their first language-Spanish, and parents participated as members of the planning committee that organized the sessions.

Each section includes a suggested script for presenting the materials, a model agenda, activities and resources needed to provide the workshop. Each section builds on the previous section, and sections can be modified and/or expanded in order to meet the needs of the participants. It is strongly recommended that the sections be used in sequence, in order to build a solid knowledge base of Schoolwide. A script for a potential session to advertise or promote a workshop for parents in SWP is included at the end this PREFACE section.

Section 1 (*Getting Started!):* Section 1 provides an overview of funding issues, historical events and Title I. This section "sets the stage" for understanding Schoolwide. It also introduces California's Statewide System of School Support (S4) which is a system that addresses the requirement in the new federal law of State agencies providing a system of technical assistance to schools that decide to become Schoolwide.

Section 2 *(Learning More!):* This section provides a general overview of Schoolwide, including the components and the steps to becoming a Schoolwide Program school.

Section 3 (*Putting It All Together!):* Section three provides "hands on ", small group activities that reinforce and build on the first two sections of the guide. It also provides information on meeting the needs of Title I populations (e.g. Migrant, Native/American Indians, English Language Learners, etc.) within a Schoolwide Program design. Participants also are provided information on Schoolwide Programs in their counties and revisit the role of S4 in relationship to Schoolwide Technical Assistance in those counties.

Section 4 *(Reaching Closure and New Beginnings!):* This last section provides an opportunity to learn about model programs. It is recommended that planners find local models in their areas. This section also provides more practice in presenting concepts, and a self assessment tool is completed by the participants to address areas of understanding and additional areas that need to be covered in future workshops.

INTRODUCCION

Orientación

El desarrollo de este guía fue una colaboración entre el Centro Comprensivo de Norte California en WestEd, y el Departamento de Educación de California (el Departamento/Equipo de Apoyo Escolar y la Oficina de Educación Migrante. Se creó este guía para proveer capacitación profesional para padres, sobre Programas Schoolwide. Varios proveedores de ayuda técnica y equipos de liderazgo escolar reconocieron que se necesitaba este tipo de guía para asegurar el envolucramiento de padres en todas las etapas del desarrollo de un Programa Schoolwide.

La reautorización de Título I (IASA - El Acta de Mejorar las Escuelas de América) resultó en un nuevo énfasis en Schoolwide como una estrategia importante para escuelas con altos porcentajes de pobreza (50% o mas alto) a diseñar nuevas maneras de usar dinero federal para proveer servicios a todos los estudiantes con grandes necesidades. Los reglamentos de Título I dan más la importancia del envolucramiento de padres y la capacitación de padres en Schoolwide.

Este guía fue escrito para servir como un recurso en satisfacer los reglamentos de la ley nueva. La ley nueva y este guía son diseñados a soportar una creencia básica e importante - que padres son claves, centrales en el proceso educativo de sus hijos. Si los padres se envolucran en una manera importante en este proceso, entonces el sistema educativo puede ser más fuerte y productivo en asegurando que todos los niños alcanzan las normas altas y siguen sus propios metas educativas.

La meta de esta guía

La meta de esta guía es de ayudar a proveedores de ayuda técnica para Programas Schoolwide (incluyendo padres que proveen ayuda) a presentar una orientación clara para padres y otras personas, sobre el tema de Schoolwide. Otras personas que posiblemente podrán aprovecharse de este guía incluyen: Equipos de Liderazgo Escolar (quienes son responsable para el diseño de los Planes Schoolwide); miembros de comunidades y otro personal de las escuelas (envolucrados en entender Schoolwide, ofreciendo opiniones y/o implementando Planes Schoolwide); y Mesas Directivas de distritos escolares (responsables de aprobar Planes Schoolwide).

Este guía trata de establecer una base general de información básica, para sesiones más complejos en futuro. No es el intento de este guía de proveer desarrollo profesional muy extenso en los componentes de Schoolwide (por ejemplo, el tema de asesoramiento).

Estructura de la Guía

El guía está dividido en cuatro secciones y un apéndice. Las cuatro secciones son basadas en una serie de talleres que se ofrecieron a padres Migrantes en 1997, para prepararlos a trabajar como miembros de un equipo, con personal escolar certificados, en aprender información sobre Schoolwide. El apéndice ofrece otros recursos que podrán ayudar a presentadores a ampliar las sesiones y/o crear talleres adicionales para los participantes. Las cuatro secciones están escritas en inglés y español. Se ofreció el serie de talleres en la madre idioma - español, y padres participaron como miembros del comité que organizó las sesiones.

Cada sección incluye unas sugerencias de cómo presentar la información, una agenda, y actividades y recursos para proveer el taller. Cada sección es basada en la sección anterior, y las secciones se pueden modificar y/o ampliar según las necesidades de los participantes. Se recomiende que las secciones se ofrezcan en el orden indicada, para poder crear una base sólida de información sobre Schoolwide.

También se recomiende que los planeadores de los talleres reserven catorce horas (3.5 horas por cada sección/sesión) para poder ofrecer todos los materiales en este guía. Los participantes tendrán diferentes niveles de conocimiento de escuelas y los asuntos de escuelas. Para poder ajustar los talleres a las necesidades de los participantes, es muy importante usar asesoramientos/evaluaciones como una parte integral del uso de este guía. Formas y procesos para evaluación están incluidos en cada sección.

(Sumarios de las secciones)

Sección 1: (*Comenzando):* Sección 1 ofrece una orientación de asuntos de fondos para las escuelas, eventos históricos, y Título I. Esta sección comienza a establecer un conocimiento básico de Schoolwide. También introduce el Sistema de Apoyo Escolar de California (S4). S4 cumple con el requisito legislativo del gobierno federal, que indica que las agencias estatales tienen que proveer un sistema de ayuda técnica para esas escuelas que deciden formar un programa Schoolwide.

Sección 2: *(Aprendiendo más)* Esta sección provee información general de Schoolwide, incluyendo los componentes y los pasos para formar un Program Schoolwide.

Sección 3: (*Juntando los pedazos)* Sección 3 provee actividades en grupos pequeños, para repasar y recordar participantes de las primeras dos secciones del guía. También ofrece información sobre cómo responder a las necesidades de los diferentes poblaciones de Título I (por ejemplo, estudiantes Migrantes, Indios Americanos, los estudiantes aprendiendo inglés, etc.), dentro de un

Programa Schoolwide. Participantes reciben información de Programas Schoolwide en sus condados, y repasan el papel de S4 en relación con ayuda técnica para Programas Schoolwide en esos condados.

Sección 4: ***(Terminando y Comienzos Nuevos):*** Esta última sección ofrece una oportunidad de aprender de programas ejemplares. Se recomiende que los que están planeando las sesiones encuentren modelos locales. Esta sección provee oportunidades para practicar la presentación de conceptos, y una manera de auto-evaluación por los participantes, indicando lo que entienden bien y si hay otras áreas que se tienen que ofrecer en talleres en el futuro.,

Goals of the Parent Training Institute on Schoolwide Programs

Metas del Instituto de Entrenamiento para Padres sobre Programas Schoolwide

Today's goal: Provide an overview of IASA and begin building a knowledge base for parents, so that they can participate in the system of technical assistance for Schoolwide Program schools.

La meta para hoy: Proveer un repaso de IASA y comenzar a construir una base de conocimiento para padres para que participen en el sistema técnico de ayuda para escuelas en el programa Schoolwide.

Long-term training goal: By the end of the training, parents will be able to participate as members of S4 regional teams, in supporting Schoolwide Program schools.

La meta para todo el entrenamiento: Al final del entrenamiento, padres podrán participar **como miembros de los equipos regionales de S4, en apoyando escuelas del programa Schoolwide.**

SECCION 1:
COMO COMENZAR

- orientación
- construir conocimiento
- acción y poder

SECTION 1:
GETTING STARTED!

- Orientation
- Knowledge Building
- Empowerment & Action

Activity 1
Actividad 1

Icebreaker: Paired interviews
Entrevistas en pares

Directions:

Parents, seated at round tables, pair off and interview each other for approximately 5 minutes: name, where they are from, and one little known fact about themselves.
After the 5 minutes are up, volunteers share the information about their partners/interviewee with the total group. (Suggest that at least 5 pairs of partners share.)

Instrucciones:

Padres, sentados alrededor de mesas, se forman en pares y se entrevistan por aproximadamente 5 minutos: nombre, dónde nacieron, un dato interesante de su vida. Después de 5 minutos, voluntarios comparten con el grupo total, la información de la persona que entrevistaron. (Se sugiere que a lo mínimo 5 parejas comparten.)

Activity 2

Instructions for "Pie Chart/Educational Funding Activity"

Instrucciones para Actividad 2: Fondos Educativos

1. **Step 1: individually, guess what % of funds come from different sources, draw your "guesstimate" on the blank Pie Chart.**

   Primer Paso: individualmente, advina el porcentaje de fondos que vienen de diferentes agencias, y escribe tu adivinanza en el papel.

2. **Step 2: share your estimate with others at your table, discuss your different guesses.**

   Segundo Paso: comparte tu advinanza con otras personas de tu mesa, y conversa sobre las diferencias en las adivinanzas.

3. **Step 3: Meeting facilitator puts a transparency on the Overhead Projector the actual percentages/Pie Chart, and everyone receives a copy.**

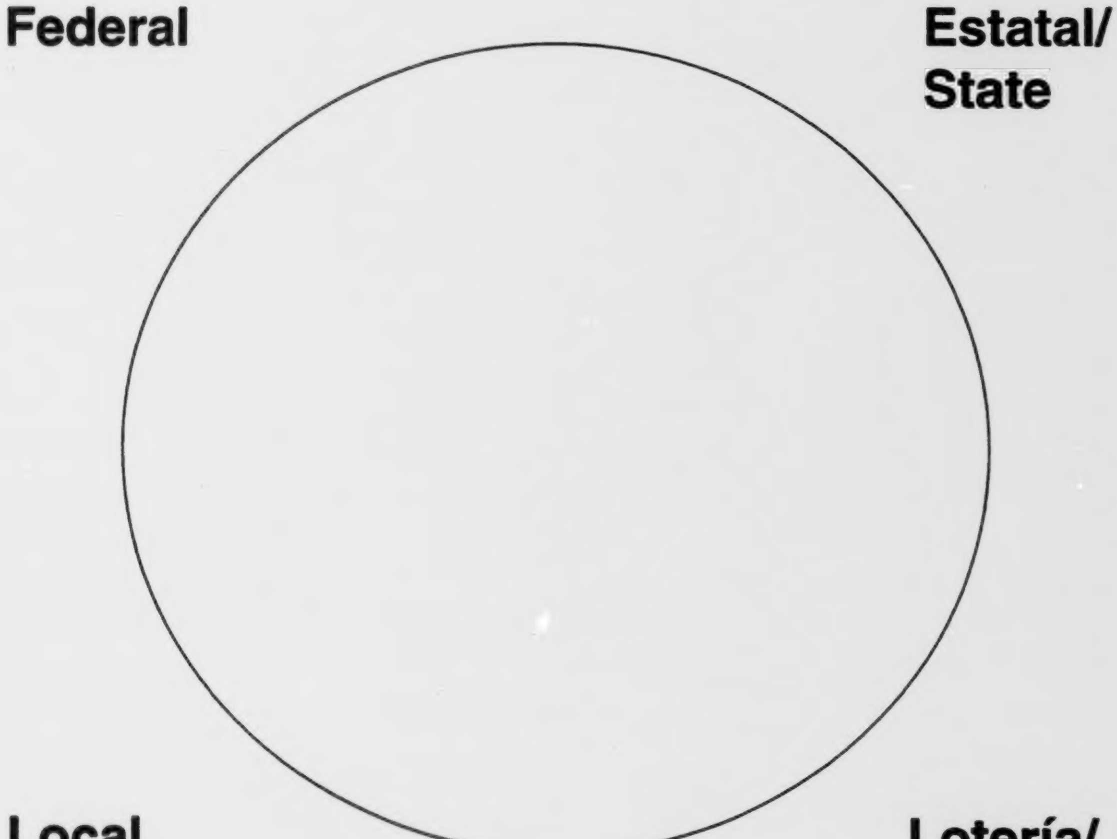
   Tercer Paso: El coordinador de la junta pone una transparencia en el proyector, enseñando los porcentajes actuales, y cada persona recibe una copia.

4. **Step 4. Questions/discussions elicited from audience.**

   Cuarto Paso: Preguntas/comentarios de los participantes

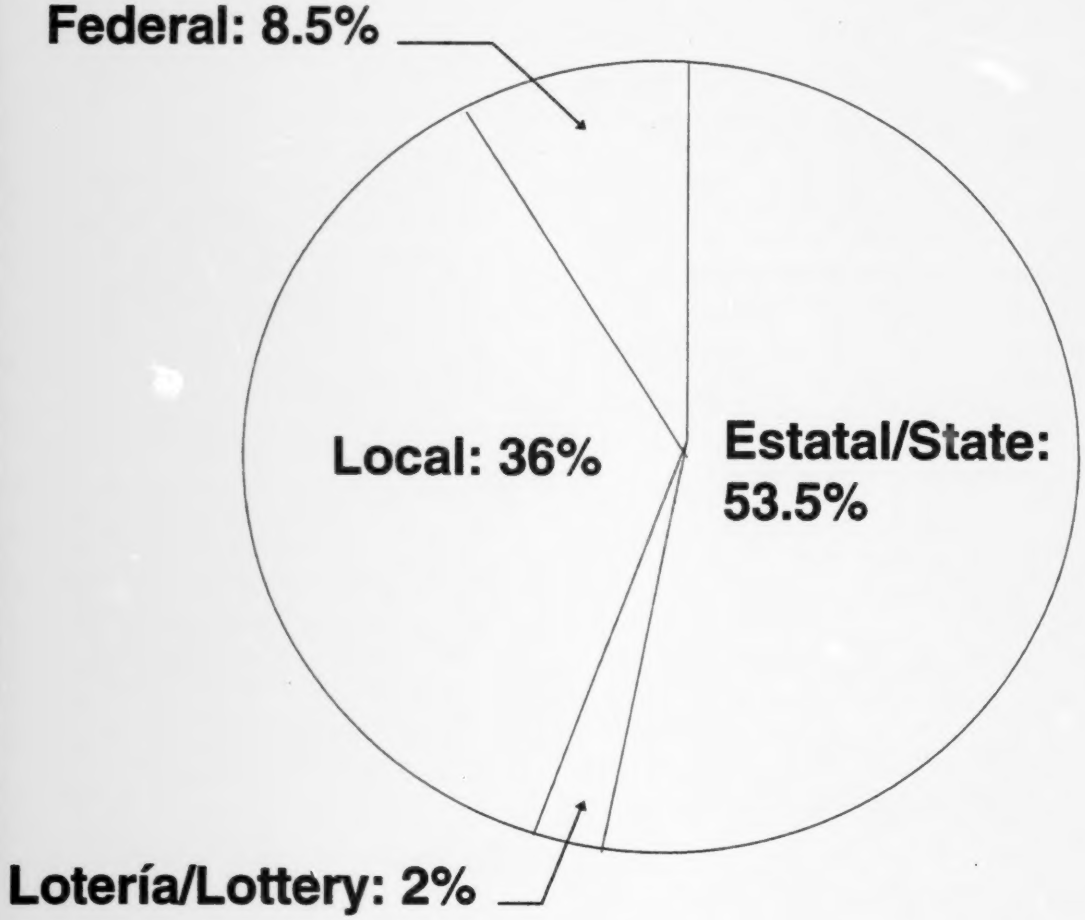
¿De dónde vienen los fondos en general para las escuelas en California?

In general, where do funds for California schools come from?


Federal
Estatal/ State
Local
Lotería/ Lottery

De dónde vienen los fondos en general para las escuelas en California?

In general, where do funds for California schools come from



Activity 3 Instructions
Actividad 3 Instrucciones

Wall Chart Timeline
Cronología

- **Before the parent workshop session starts, a presenter tapes to a long wall, a series of blank white chart paper sheets.**
- ***Antes de la sesión, un presentador pone sobre una pared larga, unos papeles de cartelón, blancos.***

- **In either Spanish or English, the presenter uses the information provided (following pages) of "A Brief Overview/History of Title I & Chapter I" to verbally discuss and also draw on the chart paper, a timeline of key events.**
- ***En español o inglés, el presentador usa la información que sigue, «Una historia breve de Título I y Capítulo», para conversar sobre estos eventos y también dibujar, en los cartelones puestos en la pared, una línea temporal de eventos claves.***

- **Questions and comments are elicited from the audience, in an open-ended, free-flowing discussion of recent federal and state efforts to improve education and the historical reasons leading to those efforts.**
- ***Preguntas y comentos de los participantes resultan en una discusión libre y abierta, de la historia recién de los Estados Unidos, en cuanto a los esfuerzos para mejorar la educación a través de legislación federal o estatal.***

- **The purpose of this discussion is to consider historical events and issues leading federal intervention in local education programs. By understanding the U.S. Title I legislation, parents will be better able to see how legislation and policy have been influenced by historical events.**
- ***El propósito de esta discusión es para vivir de nuevo los eventos y asuntos más importantes de los últimos siglos que resultaron en leyes federales para proveer fondos para educación. Por medio de entender los detalles de la legislación federal, padres podrán ver cómo los eventos históricos resultan en la legislación y la póliza.***

- **At the close of the activity, parents receive copies of the "A Brief Overview/History of Title I & Chapter I."**
- ***Al fin de la actividad, padres reciben copias del «Una historia breve de Título I y Capítulo I.»***

Northern California Comprehensive Assistance Center/WestEd

A Brief Overview/History of Title I & Chapter I
Una historia breve de Título I y Capítulo I

*** 1965: Elementary and Secondary Education Act of 1965 was part of President Lyndon Johnson's War on Poverty**
ESEA- legislación de 1965 fue parte de La Guerra Contra Pobreza del presidente Lyndon Johnson.

Title I, the centerpiece of the law, allocated funds to schools based on students' poverty levels.
Título I, la parte más importante de la ley, dirigió dinero a las escuelas según los niveles de pobreza de los estudiantes.

The purpose of Title I was to improve the educational opportunities of educationally deprived children by helping them succeed in the regular program, achieve grade-level proficiency, and improve achievement.
El propósito de Título I era de mejorar las oportunidades educativas de niños desaventajados, por medio de ayudarlos a tener éxito en el programa regular, alcanzar el nivel de su grado, y mejorar académicamente.

Problems arose: Regular educational services were being replaced by services funded through Title I--schools using federal money instead of school site funds.
Pero hubo problemas: Servicios educativos regulares fueron reemplazados por servicios pagados por Título I--las escuelas usaban fondos federales en vez de los fondos de las escuelas locales.

*** 1970: Changes took place to bring practice in line with the intent of the law. Funds were now required to be used to supplement not supplant regular programs. Also, parent advisory councils now were required, stricter guidelines for participation in Title I were established, the government was given more authority in monitoring the Title I programs.**
Cambios ocurrieron para asegurar que las escuelas cumplieran con el intento de la ley. Ahora, fondos tenían que aumentar el programa regular, no reemplazar el programa. También, ahora se requirió concilios de padres, se establecieron reglamentos para participación en Título I, y el gobierno recibió más autoridad para vigilar programas de Título I.

*** 1981: Title I was renamed Chapter I as it became part of new legislation, the Education Consolidation and Improvement Act (ECIA). This new law was less specific, required less paperwork, relaxed monitoring requirements, and suspended the parent involvement rules.**
Cambiaron el nombre de Título I a Capítulo I, en una ley nueva, ECIA. Esta ley nueva era menos específica, con menos documentos requeridos, requisitos relajados, y se suspendieron los reglamentos del envolucramiento de padres.

*** 1988: The law was rewritten again, reinstated certain elements of the original law (such as parent involvement) and also provided for more flexibility and local initiative. This new law was called the Hawkins-Stafford School Improvement Amendments of 1988.**
La ley se escribió de nuevo, volvieron a poner ciertos elementos de la ley original (como el envolucramiento de padres) y añadieron más flexibilidad y decisiones locales. Esta nueva ley se llamó Hawkins-Stafford School Improvement Amendments de 1988.

*** 1994: The law was changed and is now called the Improving America's Schools Act. The Reauthorization of the Elementary and Secondary Education Act of 1965 now centers on five key themes: Standards and Assessment, Teaching and Learning, Professional Development, School-Family Linkages, and Funding and Governance. In other words, the IASA of 1994 has changed the direction of federal support for education toward: High standards for all students; Professional experiences that better prepare teachers to teach to high standards; Flexibility to stimulate local initiative, coupled with responsibility for results; Promotion of partnerships among families, communities and schools, and a New Way of doing business, which promotes Schoolwide Programs instead of fragmented programs, recommends a statewide system of school support, and provides Comprehensive Assistance Centers to provide technical assistance for schools.**

La ley cambió y ahora se llama El Acta de Mejorar Las Escuelas de América.. Ahora la reautorización del Acta original de 1965 está basado en cinco temas centrales: Normas y Asesoramiento, Enseñanza y Aprendizaje, Desarrollo profesional de maestros, Relaciones más fuertes entre escuelas y familias, y Autoridad para hacer decisiones acerca de fondos y programas. En otras palabras, el Acta de 1994 ha cambiado la dirección de apoyo federal para educación hacia: Normas altas para todos los estudiantes, Experiencias profesionales mejores para que los maestros puedan enseñar a normas altas; Flexibilidad para estimular las escuelas locales, junto con responsabilidad para resultados; Promover relaciones positivas entre familias, comunidades y escuelas; y una Manera Nueva de tratar a las escuelas, que da más énfasis en programas escolares de servicios coordinados ("Schoolwide") en vez de programas fragmentados, recomiende un sistema estatal de apoyo escolar, y ofrece la ayuda de los Centros de Ayuda Comprensiva, para proveer ayuda técnica para las escuelas.

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Activity 4: Title I Brochure
Actividad 4: Información Sobre Título I

Instructions:

Step I: At their tables, individuals read "The New Title I" brochure and in small groups discuss what they've read, sharing information/insights, and a recorder writes the group findings on chart paper.

Step II: Each table/group shares with the total group one key point from the brochure (key point differs for each group).

Instrucciones:

I: En sus mesas, cada persona lee "El Nuevo Título I" y en grupos pequeños, conversan sobre lo que leyeron, comparten información e ideas, y una persona escribe lo que encontraron, en papel grande.

II: Cada mesa/grupo comparte con el grupo entero, un punto clave de "El Nuevo Título I" (el punto clave tiene que ser diferente para cada grupo).

administrators, parents, and other staff will decide who will be served and what form the program will take in order to help students meet high State standards.

Parent involvement in Title I also has been strengthened. School-level parental involvement policies are to include parent/school compacts, which spell out the goals, expectations, and shared responsibilities of schools and parents as partners in student success. Among their uses, the compacts will be a helpful tool for discussions between teachers and parents about how better performance can be encouraged.

The new Title I emphasizes high quality teaching and professional development. The quality of Title I programs depends on the quality of our teachers. If teachers are to teach to high standards, professional development must be aligned with State content standards. Professional development must be continuous, sustained, and viewed as an integral part of the entire program. **Funds from Title I are to be used to improve knowledge of all school staff not just Title I personnel,** so Title I programs will reach the overall goal of enabling all students served to achieve high standards.

For the first time, the new law permits consolidated applications where States and local school districts can apply for Title I and other ESEA funds with a single application. In addition to ease of administration, consolidated applications provide an exciting opportunity to improve teaching and learning through the coordination of Federal, State, and locally-funded education programs.

The new Title I, as the cornerstone of the revised ESEA, is intended to ensure that all children, whatever their backgrounds and whatever schools they attend, can acquire the knowledge and skills necessary to succeed in the 21st century.

**U.S.
DEPARTMENT
OF
EDUCATION**

For more information, contact: Compensatory Education Program Office, Office of Elementary and Secondary Education, U.S. Department of Education, 600 Independence Avenue S.W., Portals Building, Room 4400, Washington, DC 20202-6132, or call (202) 260-0826.

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The New Title I

HELPING DISADVANTAGED CHILDREN MEET HIGH STANDARDS

Chapter 1 is once again Title I. And while the name is a return to the past, the focus is on the future. The Improving America's Schools Act, signed into law by the president on October 20, 1994, fundamentally restructures all parts of the Elementary and Secondary Education Act (ESEA), including Title I, to support comprehensive State and local reform of teaching and learning such as carried out under Goals 2000. The emphasis is on high academic standards with aligned curriculum, assessment, and professional development. Title I's focus is on helping disadvantaged students meet the same high standards expected of all children.

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> Another important
> feature of the new Title I
> is greater flexibility in
> exchange for greater
> accountability for
> student performance

Under the new Title I, States develop challenging content standards specifying what all students are expected to know and be able to do, and three standards of student performance—advanced, proficient, and partially proficient. Standards in at least reading and math must be in place by 1997.

There is no longer a separate system of testing required for Title I students. In order to measure whether students are meeting the performance standards, States will have to employ high quality assessments that are aligned with State content standards. **Title I will use the same assessments that are used in the State for all children.**

New performance-based accountability requires that States define adequate progress toward State standards. Local educational agencies and schools are held accountable for improvement with corrective action taken when necessary. Incentives for success include recognizing distinguished schools and distinguished educators.

But that is not all that has changed. The new Title I distributes specific amounts of funds to schools based on the number of poor children rather than on achievement scores so successful schools will not be penalized by losing funds and so money will not be spread too thinly.

As part of its emphasis on high standards, the new law requires Title I funds to be used in different ways—extended learning time is strongly encouraged and schools are to reduce the amount of time children are taken out of the classroom. The goal is to minimize pull-out programs, and support instructional programs of higher order thinking skills rather than rote skills, accelerated curriculum rather than drill and practice, and the use of effective strategies based on research.

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Another important feature of the new Title I is greater flexibility in exchange for greater accountability for student performance. **The new law makes it much easier for schools to take advantage of the schoolwide model,** which allows Title I funds to be used along with other Federal, State, and local education funds, to upgrade and reform the entire instructional program in the school for all students. In 1995 the poverty percentage to qualify for schoolwide programs is 60 percent, and in 1996 and thereafter it will become 50 percent. This means more schools will be de-emphasizing Title I as a separate and discrete program and working instead to fully integrate it with the school district and State reform plans.

Additionally, both Goals 2000 and the recently reauthorized ESEA give the Secretary broad authority to waive Title I statutory and regulatory requirements when requested by State educational agencies or local educational agencies (or a school in the case of Goals 2000) to improve the academic performance of children.

Equally important is a shift in responsibility for decision-making to the school building level. Teachers,

La Capacitación del Personal

El nuevo Título I pone énfasis en instrucción de alta calidad y en la capacitación de los maestros. La calidad de los programas de Título I depende de la calidad de nuestros maestros. Para enseñar normas elevadas, el programa de capacitación profesional tiene que estar alineado con las estándares académicos estatales. La capacitación profesional tiene que ser continua, sostenida, y vista como una parte íntegra de todo el programa. Los fondos del Título I deben de ser usados para mejorar los conocimientos de todo el personal de la escuela, no solamente el personal del programa Título I, para que así este programa logre la meta principal de ayudar a todos los alumnos a alcanzar las normas elevadas.

Cómo Las Escuelas Solicitan Fondos

Por primera vez, la nueva ley permite solicitudes consolidadas en las cuales los estados y los distritos escolares pueden pedir fondos de Título I y del Acta de Educación Elemental y Secundaria con una sola solicitud. Además de la facilidad con que se administran, las solicitudes consolidadas nos dan una oportundad única de mejorar la instrucción y el aprendizaje con la coordinación de los programas educativos federales, estatales y locales. Como base fundamental de la revisión del Acta de Educación Elemental y Secundaria, el nuevo Título I tiene el propósito de asegurar que todos los alumnos, puedan adquirir los conocimientos y las habilidades que necesitan para salir adelante en el siglo veintiuno.

Si desea más información, favor de escribir a:

Compensatory Education Program Office
Office of Elementary and Secondary Education
U.S. Department of Education
600 Independence Avenue S.W.
Portals Building, Room 4400
Washington, DC 20202-6132

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Translated from a USDE publication
by Regions XI and XII Comprehensive Assistance Centers

Departmento de
Educación de
los Estados Unidos

EL NUEVO TITULO I

AYUDANDO A LOS ALUMNOS CON DESVENTAJAS A ALCANZAR NORMAS ELEVADAS

¡ El programa Capítulo I es nuevamente Título I!

Y mientras que el nombre ha dado una vuelta al pasado, el enfoque está en el futuro. El Acta de Mejorar las Escuelas de América, firmada por el presidente el día 20 de octubre de 1994, fundamentalmente cambia todas las partes del Acta de Educación Elemental y Secundaria incluyendo el Título I. Apoya la reforma estatal y local de la instrucción y el aprendizaje como la que se ha llevado a cabo en el programa de Metas 2000. El énfasis se encuentra en normas académicas elevadas que están alineadas con el plan de estudios, la evaluación, y la capacitación profesional.

El Enfoque

El enfoque de Título I es ayudar a todos los estudiantes con desventajas a alcanzar las mismas normas elevadas que se espera de todos los alumnos. Bajo el nuevo Título I, los estados desarrollan normas académicas rigurosas que contienen todo lo que se espera que puedan aprender y hacer los estudiantes. Además se incluyen tres normas de habilidades--avanzado, proficiente y parcialmente proficiente. Por lo mínimo, las normas en lectura y matemáticas deben de estar definidas para el año 1997.

Las Normas Elevadas

Como parte del énfasis en normas académicas elevadas, la ley nueva requiere que los fondos de Título I sean usados en modos distintos--por ejemplo, que se aumente el tiempo de enseñanza y que las escuelas limiten la cantidad de tiempo que se permite a los estudiantes salir de sus clases. La meta es de no separar alumnos del mismo salón y apoyar los programas de instrucción donde se enseñan destrezas de pensamiento crítico y no sólo de repetición, un plan de estudios acelerado en vez de práctica y repetición de habilidades básicas, y el uso de las estrategias efectivas que se han identificado en los estudios académicos.

El Modelo "Schoolwide"

Otro aspecto importante del Título I es mayor flexibilidad a cambio de más responsabilidad por el éxito académico de los estudiantes. **Bajo la nueva ley es mucho más fácil para las escuelas aprovecharse del modelo "Schoolwide"**, que permite que los fondos de Título I sean usados en combinación con otros fondos federales, estatales, y locales, para mejorar y reformar todo el programa educativo de la escuela para todos los estudiantes. Para establecer un programa "Schoolwide" hace falta que un mínimo de 50 por ciento de los estudiantes de una escuela procedan de familias de ingresos bajos. Por lo tanto, en el año 1997, más escuelas pondrán menos énfasis en el programa Título I como un programa separado, y trabajarán para integrarlo con los planes de reforma del distrito escolar y del estado.

También, el programa Metas 2000 y el Acta de Educación Elemental y Secundaria autorizan al jefe del Departamento de Educación de permitir cambios en ciertos requisitos de Título I, si piden estos cambios agencias educativas del estado o de las escuelas locales para mejorar los resultados académicos de estudiantes.

Otro cambio de mayor importancia es el de mover la responsabilidad de decisiones del distrito escolar a la escuela. Maestros, administradores, padres, y otros empleados harán las decisiones, sobre las cuales los estudiantes van a recibir servicios, y qué forma tomará el programa, para ayudar a estudiantes a alcanzar las normas elevadas del estado.

Los Padres

El papel de los padres en el Título I ha sido reenforzado. Los reglamentos de participación de padres en las escuelas incluyen acuerdos entre padres y escuela, que describen las metas, los resultados esperados, y las responsabilidades mutuas de escuelas y padres como compañeros en el éxito de los estudiantes. Estos acuerdos pueden ser muy útiles en diálogos entre maestros y padres, sobre cómo apoyar el aprendizaje de sus estudiantes.

Mission Statement of the S4 Regional Directors

The Mission of the Statewide System of School Support Regional Directors is to provide information, leadership and assistance to districts and Title I Schoolwide Program schools in order to increase their capacity to provide opportunities for all students to meet and/or exceed state and local content/performance standards.

Filosofía de los Directores Regionales S4

El propósito de los Directores del Sistema Estatal de Apoyo Escolar es de proveer información, liderazgo y ayuda a distritos y Programas Schoolwide de Título I, para aumentar la habilidad de escuelas en proveer oportunidades para todos los estudiantes, a alcanzar y/o sobresalir en las normas académicas del estado y del distrito escolar.

Improving America's Schools Act-1994

STATEWIDE SYSTEM OF SCHOOL SUPPORT-Title I

Definitions, Roles and Responsibilities

School Leadership Team: A broad based school community team, made up of (teachers, principal, other school staff, parents and students (secondary). The school leadership team is the core group that is responsible for developing a schoolwide plan based on a comprehensive assessment process that reflects the needs of the entire school related to student performance. The team also provides the leadership in the implementation and ongoing evaluation of the plan. **A preliminary action of this team is to choose a School Support Team/Technical Assistance Provider(s).**

School Support Teams/Technical Assistance Providers

School Support Teams/ Technical Assistance Providers give technical assistance in completing the needs assessment; interpreting data; writing and implementing plans based on the assessment data. School Support Teams/ Technical Assistance Providers also periodically review the progress of schools in helping all students to meet challenging content and performance standards; identify successes as well as problems in the design and operation of instructional programs; and recommend improvements to schools and districts.
An eligible school that desires to operate a schoolwide program must develop and implement the plan with the help of one or more of the following technical assistance providers.

District Learning Support Team: A school leadership team may choose a district learning support team which is made up of experts within its district but is not part of the school that is requesting the technical assistance . This type of support team may be mainly available in larger school districts that have a variety of experts and many schools.

Regional School Support Team: Regional school support teams are provided, via a Regional School Support and Information Center/Office (see page 4 of attachment C), and are composed of a group of experts who assist districts and schools. Team members may come from districts, county offices, institutions of higher learning, etc. This type of support team may be needed in smaller districts where there are fewer schools.

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Distinguished Schools: These are schools that have been identified as high performing schools by one or more of the following: California School Recognition Program (National Blue Ribbon Schools/Elementary and California Distinguished Schools Program/Secondary), California Title I Achieving Schools Program, and/or the Academic Excellence Program. These programs honor schools that demonstrate comprehensive, systemic, results-oriented capabilities that produce high student performance and provide opportunities for students to succeed in learning the district's core curriculum. These schools may become partners/technical assistance providers with schoolwide programs.

Distinguished Educators: These are educators from distinguished schools or other programs, such as Professional Development Centers, Subject Matter Projects, Mentor Teacher Programs, Bilingual Teacher Training Academies, Executive Leadership Center for California Superintendents, California Center for School Restructuring and Academic Excellence Program, who have been successful in enabling students to make outstanding progress towards meeting content and performance standards. These educators may provide intensive and sustained assistance to school leadership teams as they develop and implement their SWPs. These distinguished educators may also participate on Regional Support Teams.

Northern California Comprehensive Assistance Center (Region XI) and Southern California Comprehensive Assistance Center (Region XII): One of the responsibilities of these centers is to provide support and technical assistance to schoolwide programs. The Region XI center is located in San Francisco and the Region XII center is in Los Angeles County.

Program Improvement Initiative Coaches: These are experienced educators who are assigned to schools by the California Department of Education to work collaboratively with individual Program Improvement Schools to improve student academic achievement. They are also available to consult and /or participate in regional, district and/or school support teams.

Coaches/Consultants (Accelerated Schools, Program Quality Review (PQR), Critical Friends, etc.): These are other entities who may also provide assistance to School Leadership Teams.

Institutions of Higher Learning: IHEs are encouraged to become involved with schoolwide programs as technical assistance providers. School Leadership Teams have the option of selecting an institute of higher education (colleges, universities, etc.) to provide assistance.

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Regional School Support and Information Centers/Offices
(RSSIC)

Regional centers/offices have been established by the California Department of Education in collaboration with the California Superintendents of Schools Educational Services Area (CSSESA). The purpose of these centers/offices is to assist Title I schools with priority given to those who want to become or are Schoolwide. They provide technical assistance in the planning, implementation and evaluation stages of the schoolwide process. Activities of the centers/offices include: identifying technical assistance providers; building resource banks of providers; assisting school and districts in building support teams and /or accessing individual experts; matching technical assistance providers with school site needs; providing training to technical assistance providers to insure uniformity and high quality of assistance to schools (See directory).

State Coordinator: The California Department of Education Statewide System of School Support Coordinator is responsible for the overall management of the Statewide System of School Support (S^4). The Coordinator works collaboratively with directors of the regional centers/offices and the Local Education Agencies (designated county offices) in order to ensure statewide direction and support in the area of technical assistance to schoolwide programs.

Regional Directors: Regional Directors are employed by County Offices of Education. They coordinate services and facilitate training via the Regional School Support and Information Centers/Offices.

Cadre of Trainers: A trainer of trainers model which consist of approximately 200 educators and other technical assistance providers support each RSSIC. The purpose of the Cadres is to provide training to support teams and other entities who work directly with schools and districts. Cadre members may also serve on support teams and work directly with schools and districts. Each region should establish one Cadre composed of educators, parents, business/industry, post-secondary and social services representatives. The trainers are available to train others (e.g. District Learning Support Teams) in providing technical assistance to schools. They may be accessed via the Regional School Support and Information Centers/Offices.

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El Acto de Mejoramiento de las Escuelas de América- 1994

SISTEMA ESTATAL DE APOYO ESCOLAR- TITULO I

Definiciones, Papeles y Responsabilidades

Equipo de Liderazgo Escolar: Un equipo escolar con una base amplia, compuesto de individuos- maestros, director, y otro personal de la escuela, padres y estudiantes (si es una escuela secundaria). El equipo de liderazgo escolar es el grupo central que tiene la responsabilidad de desarollar un plan de "schoolwide" basado en un proceso de asesoramiento comprensivo, que refleja las necesidades académicas de todos los estudiantes. El equipo también provee el liderazgo en la implementación y evaluación continua del plan. **Una acción preliminar de este equipo es de escoger un equipo de apoyo para la escuela/ayuda técnica.**

Equipos de Apoyo Escolar/Proveedores de Ayuda Técnica

Equipos de Apoyo Escolar/Proveedores de ayuda técnica dan ayuda técnica sobre: completando el asesoramiento de necesidades académicas; interpretando datos; escribiendo e implementando planes basados en los datos del asesoramiento. Estos Equipos de Apoyo Escolar/Proveedores de Ayuda Técnica también: repasan el progreso de las escuelas en ayudar a todos los estudiantes a alcanzar las normas académicas rigurosas; identifican éxitos y también los problemas en el diseño e implementación de los programas académicos; y recomiendan mejoramientos a las escuelas y los distritos. ***Una escuela elegible que desea operar un programa schoolwide, tiene que desarollar e implementar el plan con la ayuda de uno o más de uno de los siguientes proveedores de ayuda técnica:***

Equipo de Apoyo/Aprendizaje del Distrito: Un equipo de liderazgo escolar puede escojer un equipo de apoyo/aprendizaje que es compuesto de expertos dentro de su distrito pero que no es parte de la escuela que está pidiendo la ayuda técnica. Este tipo de equipo de apoyo puede estar disponible en distritos escolares que son más grandes y que tienen una variedad de expertos y muchas escuelas.

Equipo de Apoyo Escolar Regional: Se ofrecen equipos regionales por medio de una oficina de Apoyo Escolar Regional y Centro de Información (vea página 3 de esta parte); estos equipos son un grupo de expertos que ayudan a los distritos y las escuelas. Los miembros de este equipo vienen de distritos, oficinas de los condados, universidades y colegios, etc. Este tipo de equipo de apoyo podrá ayudar en distritos más pequeños, donde hay menos escuelas.

Apoyo Escolar Regional y Centros/Oficinas de Información (RSSIC)

Hay 11 centros/oficinas regionales que se han establecido por el Departamento de Educación de California en colaboración con las Oficinas de Educación de los Condados. El propósito de estos centros/oficinas es que ayuden a las escuelas que ya tienen Programa Schoolwide o quieren comenzar un Programa Schoolwide. Estas oficinas ofrecen ayuda técnica en las diferentes etapas del proceso: planeando, implementando y evaluando el programa Schoolwide de una escuela. Diferentes actividades de estos centros/oficinas incluyen: identificar proveedores de ayuda técnica, crear bancos de recursos de proveedores, ayudar a escuelas y distritos en construir y crear equipos de apoyo y/o añadiendo expertos, combinar proveedores de ayuda técnica con las necesidades de las escuelas, proveer entrenamiento a los expertos para asegurar uniformidad y alta calidad de la ayuda técnica que se ofrece a las escuelas. (Favor de ver el directorio)

Coordinador Estatal: El Coordinador del Sistema Estatal de Apoyo Escolar es responsable por el Sistema *(Statewide System of School Support- S4)*. En colaboración con los directores de los Centros/Oficinas Regionales (en ciertos condados), el director trabaja para asegurar una dirección unificada y apoyo a lo largo del estado en cuanto a la ayuda técnica para los Programas Schoolwide.

Directores Regionales: Los Directores Regionales son empleados de las Oficinas de Educación de los condados. y coordinan los servicios y entrenamiento por medio de los Centros/las Oficinas de Información y Apoyo Escolar- S4 (RSSIC).

Grupos de Entrenadores: Un sistema de entrenamiento de entrenadores apoya a cada RSSIC. El propósito de estos grupos de entrenadores es de proveer entrenamiento a los equipos de apoyo y a otros individuos que trabajan directamente con las escuelas y los distritos escolares. Cada Región debe de establecer un Grupo de Entrenadores ("Cadre") que consiste de educadores, padres, miembros de la comunidad (negocios e industrias), colegios y representantes de organizaciones de servicios sociales. Los entrenadores son disponibles para entrenar a otros (por ejemplo, equipos de distritos escolares que apoyan a aprendizaje) para que ellos puedan ofrecer ayuda técnica a las escuelas. Se puede hacer contacto con estos Grupos de Entrenadores por medio de los Centros/Oficinas de S4-RSSIC.

Escuelas Distinguidas: Estas son escuelas que han sido identificadas como escuelas de alta calidad por medio de uno de las siguientes maneras: Programa de Reconocimiento Escolar de California (Escuelas "National Blue Ribbon" - escuelas primarias, y Programa de Escuelas Distinguidas de California- escuelas secundarias), Progamas de Escuelas Sobresalientes, y/o el Programa de Excelencia Académica. Estos programas reconocen a escuelas que demuestran capacidades comprensivas para producir altos niveles de resultados académicos en sus estudiantes, y los estudiantes tienen éxito en aprendiendo el *currículo central* del distrito escolar. Estas escuelas pueden ayudar a los proveedores de ayuda técnica con los programas schoolwide.

Educadores Distinguidos: Estos son educadores de escuelas distinguidas u otros programas, como los Centros de Desarrollo Profesional, los Proyectos de Sujetos, los Programas de Maestros Mentores, las Academias de Capacitación para Maestros Bilingües, el Centro de Liderazgo para Superintendentes de California, el Centro para Reconstrucción Escolar de California, y el Programa de Excelencia Académica, quienes han tenido éxito en ayudar a estudiantes a sobresalir en alcanzar las normas académicas. Estos educadores pueden proveer ayuda intensiva y sostenida a los equipos de liderazgo escolar mientras que están desarollando e implementando los programas Schoolwide.

Centro Comprensivo de Ayuda del Norte de California (Región XI) y el Centro Comprensivo de Ayuda del Sur de California (Región XII): Una de las responsabilidades de estos centros es de proveer apoyo y ayuda técnica a los Programs Schoolwide. El Centro de la Región XI está en San Francisco, y el Cetro de la Región XII está en el Condado de Los Angeles.

Expertos del Programa de Mejoramiento: Estos son educadores con experiencia quienes son asignados a escuelas por el Departamento de Educación de California, para trabajar juntos con las escuelas en el Programa de Mejoramiento, con el fin de mejorar los resultados académicos de los estudiantes. También pueden consultar y/o participar en lo equipos de apoyo regionales, del distrito y/o la escuela.

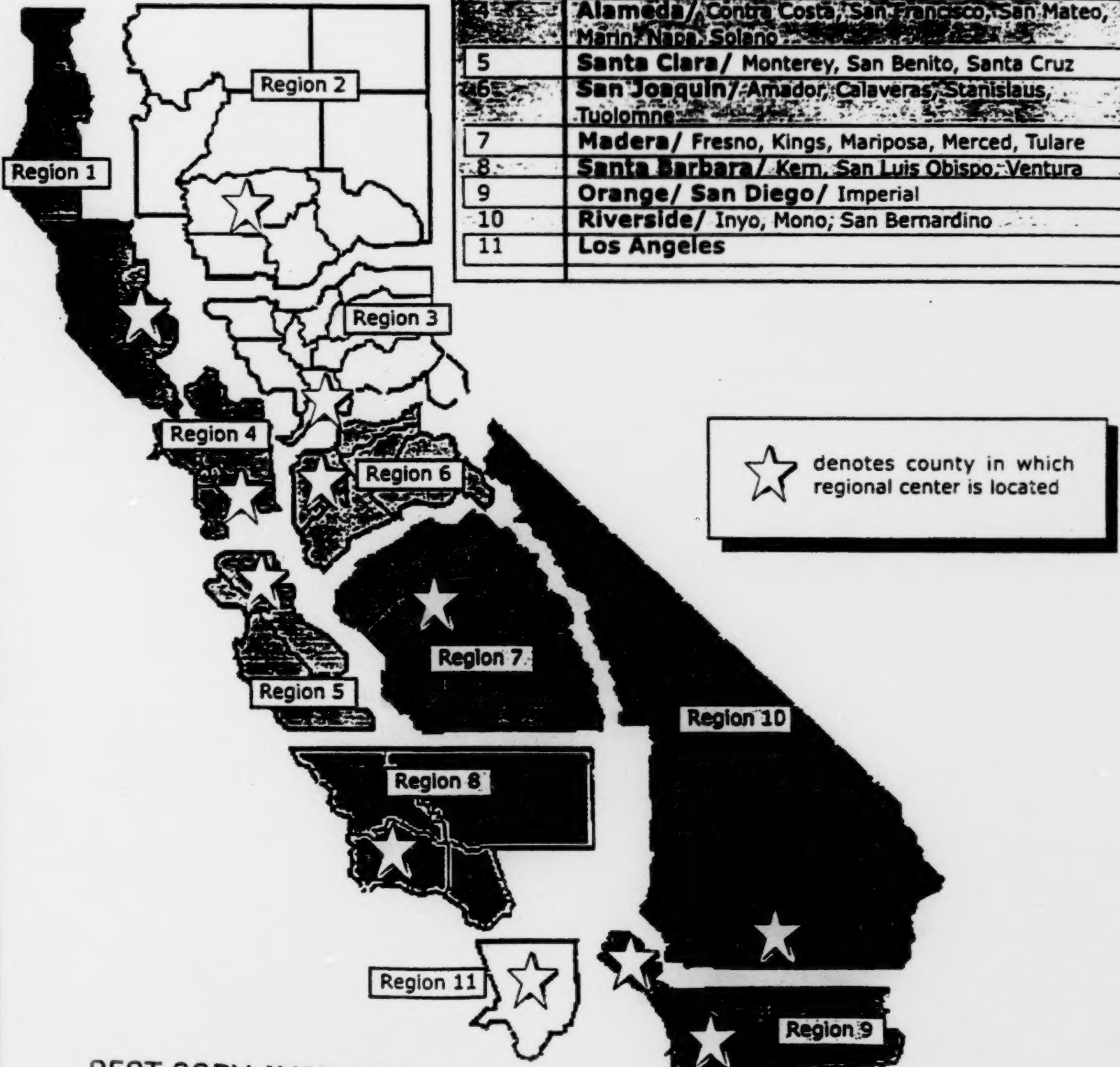
Expertos (Escuelas Aceleradas, Programa de Revista de Calidad, Amigos Críticos, etc.) Estos son educadores que también pueden proveer ayuda a los Equipos de Liderazgo Escolar.

Universidades y Colegios: Se les anima a las universidades y a los colegios que se envolucren con Programas Schoolwide, y que ofrezcan ayuda técnica. Los equipos de liderazgo escolar tienen la opción de escojer una de estas universidades o colegios para ayuda técnica.

Statewide System of School Support (S4)

Regional School Support and Improvement Centers

Region	Regional Center/Counties in Region
1	**Lake/** Del Norte, Humboldt, Mendocino, Sonoma
2	**Tehama/** Butte, Glenn, Lassen, Modoc, Plumas, Siskiyou, Shasta, Trinity
3	**Sacramento/** Alpine, Colusa, Placer, El Dorado, Nevada, Sierra, Sutter, Yolo, Yuba
4	**Alameda/** Contra Costa, San Francisco, San Mateo, Marin, Napa, Solano
5	**Santa Clara/** Monterey, San Benito, Santa Cruz
6	**San Joaquin/** Amador, Calaveras, Stanislaus, Tuolomne
7	**Madera/** Fresno, Kings, Mariposa, Merced, Tulare
8	**Santa Barbara/** Kern, San Luis Obispo, Ventura
9	**Orange/ San Diego/** Imperial
10	**Riverside/** Inyo, Mono, San Bernardino
11	**Los Angeles**


Region 2
Region 1
Region 3
Region 4
Region 6
Region 7
Region 5
Region 10
Region 8
Region 11
Region 9
☆ denotes county in which regional center is located

BEST COPY AVAILABLE

REGIONAL DIRECTORS

California Department of Education

Statewide System of School Support
- Directory Of Regional Directors -

Regio	LEA	Regional Director	Phone/Fax/eMail	Address
CDE	Statewide System of School Support District and School Support Division	Coordinator: Jennifer Bell Manager: Laura Wagner	(916) 657-5250 (916) 657-3743 jebell@cde.ca.gov (916) 657-3375 (916) 657-2682 LWagner@smtp.cde.ca.gov	721 Capitol Mall Sacramento, CA 94244-2720
1	Lake COE	Nancy Todd	(707) 263-6260 (707) 263-0197 ntodd@pacific.net	1152 S. Main Street Lakeport, CA 95453
2	Tehama COE	Cindy Gappa	(916) 527-5811 x63 (916) 529-4120 cgappa@tcde.tehama.k12.ca.us	1135 Lincoln Street Red Bluff, CA 96080-3198
3	Sacramento COE	Irma Larin	(916) 228-2651 (916) 228-2404 ilarin@sac-co.k12.ca.us	9738 Lincoln Village Dr. Sacramento, CA 95827
4	Alameda COE	Joan Davies	(510) 670-4171 (510) 670-4573 joan_davies@alameda-coe.k12.ca.us	313 W. Winton Avenue Hayward, CA 94544-1198
5	Santa Clara COE	Lorraine Becker	(408) 453-6632 (408) 453-6905 lorraine_becker@sccoe.k12.ca.us	1290 Ridder Park Drive, MC 237 San Jose, CA 95131-2398

6	San Joaquin COE	Charles Vidal	(209) 468-9056 (209) 468-4819 cvidal@sjcoe.k12.ca.us	2901 ArchAirport Rd. Stockton, CA 95213
7	Madera COE	Carolyn Moshier	(209) 673-6051 x 254 (209) 673-5569 cmoshier@maderacoe.k12.ca.us	28123 Avenue 14 Madera, CA 93638
8	Santa Barbara COE	Janis Cox	(805) 963-7991 (805) 963-7991 janiscox@aol.com	723 Arbolado Rd. Santa Barbara, CA 93103
9	San Diego COE	Betty Walsh	(619) 292-3518 (619) 576-9827 bwalsh@sdcoe.k12.ca.us	6401 Linda Vista Rd. San Diego, CA 92111
	Orange COE	Harriet Kelly	(714) 966-4318 (714) 556-1045 harriet_kelly@ocde.k12.ca.us	200 Kalmus Dr. Costa Mesa, CA 92628
10	Riverside COE	Antonia Zupancich	(909) 788-6601 (909) 682-3947 azupancich@internet.rcoe.k12.ca.us	P.O. Box 868 Riverside, CA 95202-0868
11	Los Angeles COE	Concha Mora	(310) 922-6333 (310) 940-1875 mora_concha@mssmtp.lacoe.edu	9300 Imperial Hwy. Downey, CA 90242-2890

Go back to the S4 Home Page or go to the top of this page.

If you experience any problems with this site,
please send a message to the Webmaster.

Documentos Adicionales

Additional Materials

-SAMPLE AGENDA-

IASA/Schoolwide
State Migrant Education Parent Training/Capacity Building

Date: February 15, 1997
Site: Sacramento, California
Time: 1:30-5 p.m.

Purpose:
1. Provide an Overview of IASA
2. Provide an Overview of the Statewide System of School support as it relates to IASA
3. Parents create an IASA Training Model for use in their Migrant and/or S4 Regions

AGENDA

I.	**Orientation**	
	1:30 p.m.	Welcome and Introductions via Paired Interviews Overview of the day's activities and survey parents
II.	**Knowledge Building**	
	2:15 p.m.	Overview of Federal Role in Education and History/Philosophy of IASA
	3:00 p.m.	Break
	3:15 p.m.	Overview of Statewide System of School Support (S4)
II.	**Empowerment and Action**	
	3:45 p.m.	Build a Training Model Discussion: Additional ideas for involving parents
	4:45 p.m.	Wrap Up/Evaluation

-UN EJEMPLO DE UNA AGENDA-

Instituto de Capacitación para Padres Sobre Programas Schoolwide

Fecha: **15 de febrero, 1997**
Sitio: **Fountain Suites Hotel, Sacramento, CA**
Horas: **1:30- 5 p.m.**

Metas:

1. Proveer una orientación sobre el Acta del Mejoramiento de las Escuelas de América
2. Proveer una orientación al Sistema Estatal de Apoyo para las Escuelas (S4)
3. Crear un modelo de capacitación de padres para usar este modelo en las regiones del sistema estatal (S4) o en las regiones de la educación migratoria

AGENDA

I. Orientación

1:30 p.m. Dar la bienvenida y participar en introducciones por medio de entrevistas de colegas
Repasar las actividades del día y recibir sugerencias de los participantes

II. Construcción de Conocimiento

2:15 p.m. Orientación del papel federal en la Educación y la Historia/Filosofía de *IASA* (el Acta del Mejoramiento de las Escuelas de América)

3:00 p.m. Descanso

3:15 p.m. Orientación del Sistema Estatal de Apoyo para las Escuelas- S4 (Statewide System of School Support)

III. Acción y Poder

3:45 p.m. Cómo crear un modelo de la capacitación
Conversación: Ideas adicionales para envolucrar a los padres

4:45 p.m. Conclusión/Evaluación

Instituto de Capacitación Para Padres Sobre Programas Schoolwide
Parent Institute on Schoolwide Programs

Lista de Participantes/Attendance List

Nombre/Name	Escuela/School	Teléfono/Telephone	Domicilio/Address
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NOTAS-SECCION I
NOTES-SECTION I

Voluntarios para el comité de Planeamiento
Volunteers for the Planning Committee

Criteria:

- **Asistir a todas las reuniones de planeamiento**
- **Attend all planning meetings**

Nombre/Name:

Domicilio/Address:

Número de teléfono/Telephone Number:

Instituto de Capacitación Para Padres Sobre Programas Schoolwide
Parent Institute on Schoolwide Programs

Evaluación/Evaluation

Today I learned … *Hoy aprendí …*	I still need to know … *Todavía me falta saber…*
I appreciated … *Aprecié …*	I suggest the presenter … *Sugiero …*

Tarea/Homework

Favor de leer páginas 1 hasta 7 del documento «SCHOOLWIDE PROGRAMS » por el Department of Education -United States of America.

Read pages 1-7 of the United States Department of Education SCHOOLWIDE PROGRAMS guidance document.

SCHOOLWIDE PROGRAMS

DEPARTMENT OF EDUCATION ★ UNITED STATES OF AMERICA ★

SCHOOLWIDE PROGRAMS

CONTENTS

Introduction 1

What is a schoolwide program? 2

What advantages do schoolwide programs offer? 3

Which schools are eligible to operate schoolwide programs? 4

How does a school become a schoolwide program? 5

School-level decisionmaking 6

Essential components of schoolwide programs 7

Addressing needs of all children 10

- "High standards for all" 10
- Safeguards 11
- Migrant funds 12
- Indian Education funds 12

Planning for success 13

- Development of plan 12
- New kinds of planning 13

Schoolwide support and assistance 14

- School support teams 15
- Distinguished educators, distinguished schools, and alternative approaches 15
- Examples 17

Accountability 18

Examples of successful schoolwide programs 19

Federal Register Notice - September 21, 1995 [Notice exempting schoolwide programs under Part A of Title I from statutory or regulatory requirements of other Federal education programs]

SCHOOLWIDE PROGRAMS

INTRODUCTION

For the first time, ESEA programs are designed to work together with, rather than separately from, one another. Moreover, rather than operating apart from the broader education that children receive, ESEA programs are focused on supporting the overall reforms of States, school districts, and schools, and ensuring that all children--whatever their background and whatever school they attend--can reap the benefit of those reforms.

Title I schoolwide programs form the centerpiece of ESEA's new vision and are among the most promising changes in the new Title I. A schoolwide program school may now use its Part A funds coupled with other Federal education funds to upgrade the school's entire educational program, rather than to target services only on identified children. By affecting the entire program of instruction, the overall education of children in the most impoverished Title I schools can be improved. Whereas under the former Chapter 1, schools needed 75 percent poverty to be eligible for schoolwide projects, Title I gives many more schools the option to develop schoolwide programs--all schools with 60 percent poverty in the 1995-1996 school year and 50 percent poverty in subsequent years. And for schools opting to become schoolwide programs, schools have expanded flexibility and support.

Title I's emphasis on schoolwide programs responds to a solid research base about what makes schools work for disadvantaged students. Repeated findings show that:

- all children's performance is negatively affected in schools with high concentrations of poverty.
- for the lowest achieving students in the highest poverty schools to meet high standards of performance, their entire instructional program, not just a separate Title I program, must be substantially improved.
- educators in highly successful schools expect high academic achievement from every child.
- when an entire school is the target of change, schools serving the most disadvantaged youth can achieve success.

Below, the schoolwide program provisions in the new law are described in greater detail, along with how they can support high-quality reform in Title I schools.

WHAT IS A SCHOOLWIDE PROGRAM?

A schoolwide program--

- **Is built on schoolwide reform strategies, rather than separate, add-on services.**

  A schoolwide program permits a school to use funds from Part A and other Federal education program funds and resources to upgrade the entire educational program of the school in order to raise academic achievement for all the students. This contrasts with a Title I targeted assistance program, through which Part A funds are used only for supplementary educational services for eligible children who are failing or at risk of failing to meet State standards.

- **Provides flexibility in spending Title I funds.**

  Schoolwide programs have great latitude in determining how to spend their Part A funds. Schoolwide programs do not have to identify particular children as eligible for services, show that Part A funds are paying for supplemental services that would otherwise not be provided, or separately track federal dollars. Instead, schoolwide programs can use their Part A funds in the manner they choose, as long as they engage in reform strategies that increase the amount and quality of learning time and help provide a high-quality curriculum for all children, according to a comprehensive plan to help children meet the State's challenging standards.

- **Permits flexibility to combine other federal funds in support of the schoolwide program.**

  Schoolwide programs under the new Title I may now use, in addition to Part A funds, funds from most other federal education programs to upgrade the entire educational program. A schoolwide program that includes other federal programs **does not have to conform to the specific statutory or regulatory requirements of each separate program** as long as the intent and purposes of those programs, as well as certain requirements relating to such critical areas as civil rights and health and safety, are met. The involvement, during comprehensive planning of a schoolwide program, of all staff, parents, and others in the community that have a stake in the children's education will help to ensure that the program is designed to meet all of the school's students needs.

At the end of this chapter is a copy of the Schoolwide Program Notice, published in the Federal Register on September 21, 1995, that discusses which programs can be included and how their "intent and purposes" are met.

Note: Although children with disabilities may participate in schoolwide programs, funds from the Individuals with Disabilities Education Act (IDEA) may not be combined with other funds in a schoolwide program.

- **Focuses on results.**

  Flexibility in the use of funds is tied to increased achievement by children in the target groups that the individual programs are intended to help.

The essential components of schoolwide programs are discussed beginning on page 8 of this chapter.

WHAT ADVANTAGES DO SCHOOLWIDE PROGRAMS OFFER?

The schoolwide program provisions provide many advantages to schools developing schoolwide programs. By allowing schools to integrate their programs, strategies, and resources, Title I can become the catalyst for comprehensive reform of the entire instructional program children in these schools receive. An example can show why:

> Imagine a schoolwide program funded under Title I, Part A, that also receives professional development funds under Title II, bilingual education funds under Title VII, and Vocational Education money under the Perkins Act. This schoolwide program school would not have to document that it spent professional development funds on professional development activities or Perkins money on vocational education programs. Nor does the school have to demonstrate that it is complying with all of the separate requirements of each of these programs. As long as the school meets the intent and purposes of these programs and demonstrates that its schoolwide program plan contains sufficient activities to reasonably address the needs of the intended beneficiaries of those programs that were identified through the comprehensive needs assessment, it could combine those funds with its other funds to support overall schoolwide initiatives for all students. Ultimately, the evaluation of the schoolwide program's effectiveness will demonstrate whether the intended beneficiaries' needs are being met by the many programs' resources.

By consolidating their federal resources to support schoolwide reform, the principal, teachers and other school staff within a school, with the participation of parents, have the opportunity to:

- comprehensively plan the overall educational program for all children in the school.
- come together with one another, eliminating the isolation that characterizes working conditions for many educators.
- address the needs of students in an integrated way.
- spend federal resources in ways they determine can most effectively raise the achievement of their students.
- stimulate comprehensive reform of the entire instructional program provided to children, rather than operating separate and fragmented add-on programs.

Schoolwides encourage schools to begin planning by asking themselves: How are the students performing in relation to what children are expected to know and do? What kind of schoolwide changes are necessary to support achievement of State standards? Is the program designed to address the needs of all children who attend the school over the entire year? As long as they are asking--and answering--these kinds of questions, schoolwides can use their federal resources to support the kinds of changes they deem essential for the success of their students.

WHICH SCHOOLS ARE ELIGIBLE TO OPERATE SCHOOLWIDE PROGRAMS?

A school may operate a schoolwide program if--

- The LEA determines that the school serves a participating attendance area or is a participating school under section 1113 of Title I.

AND

For the 1995-1996 school year:

- at least 60% of children enrolled in school are from low-income families.

OR

- at least 60% of the children residing in the attendance area the school serves are from low-income families.

For the 1996-1997 and subsequent school years:

- At least 50% of the children enrolled in the school or residing in the school attendance area are from low-income families.

Note: To determine eligibility for a schoolwide program, an LEA may use a different poverty measure than the one(s) used by the LEA to identify and rank school attendance areas for Part A eligibility and participation. For example, for the 1996-1997 school year, an LEA ranks its school attendance areas using AFDC data and determines that all schools with 45 percent poverty and above will participate in Title I. Although AFDC data indicate a school has 46 percent poverty which would not make it eligible to operate a schoolwide program, free and reduced price lunch data indicate that this same school has 52 percent poverty. The LEA may determine that this school is eligible to conduct a schoolwide program.

Q1. **What happens if a school that becomes a schoolwide program drops below the initial eligibility threshold in a subsequent year?**

A. To promote effective, long-term planning, a school can maintain its schoolwide program eligibility even it if drops below the initial poverty threshold. There is no required redetermination of schoolwide program status every three years as there was in the past. Therefore, a school that becomes a schoolwide in 1996 with 51% poverty can continue its schoolwide program even if its poverty level falls below 50% in following years, **as long as the school meets the general Title I eligibility and selection requirements and the LEA has sufficient funds to serve the school.**

HOW DOES A SCHOOL BECOME A SCHOOLWIDE PROGRAM?

- The LEA determines that a school's poverty level makes it eligible to become a schoolwide program--60% or greater in the 1995 school year and 50% or greater in the following years--and the school has been selected to participate:

AND

- The school, in consultation with its district, decides that it wants to become a schoolwide program.

AND

- High-quality assistance and support is available to the school. This can be demonstrated in one of two ways:
    - the state has provided written information to the LEA that demonstrates the

SEA has established a statewide system of support and improvement.

or

- the school demonstrates to its LEA that it will receive high-quality technical assistance and support from other assistance providers. Among the many examples of other assistance providers a school can draw on are--
    - Comprehensive technical assistance centers.
    - Regional education and research laboratories.
    - Universities, colleges and community colleges.
    - Other successful schools or educators (e.g., distinguished schools or distinguished educators).
    - Educators within the school.
    - Local consortia of various institutions such as community service organizations, educational agencies, and private industry.

It is important to recognize that it is a school's decision as to whether it will or will not choose to become a schoolwide program.

ENSURING HIGH-QUALITY SCHOOLWIDE PROGRAMS

Part A expands the schoolwide program approach and makes it easier for schools to operate such programs. It adds new provisions to ensure that schoolwides undertake the kinds of fundamental instructional reforms necessary to improve teaching and learning geared to challenging standards. These provisions, discussed in greater detail below, include school-level decisionmaking, a greater emphasis on comprehensive planning and reform, and increased technical assistance and support for schools engaging in schoolwide reform.

SCHOOL-LEVEL DECISIONMAKING

The new Title I, Part A brings program decisions down to the school level: **schools, in consultation with their districts, will determine how to use their funds in ways that best meet the needs of their students.** Bringing these decisions to the school level can help transform Title I from a district-directed "one-size-fits-all" program to a significant resource for schools to use to meet the needs of their students. However, consultation with the LEA regarding these decisions is extremely important because the LEA has the ultimate responsibility for the education of its students and proper administration of Title I, Part A.

ESSENTIAL COMPONENTS OF SCHOOLWIDE PROGRAMS

Title I embraces a new approach that seeks every opportunity to focus Part A dollars and other funds and resources on leveraging overall improvements of teaching and learning in schools with the highest levels of poverty. However, we acknowledge that some current schoolwide programs are not undertaking the kinds of fundamental instructional reforms necessary to improve teaching and learning. **Section 1114(b)(1)** responds to these findings by requiring all schoolwide programs to include certain components that research suggests are essential to any high-functioning school.

Under Section 1114(b)(1), a schoolwide program must include the following 8 components:

1. **A comprehensive needs assessment** of the entire school that is based on information on the performance of children in relation to the State content and student performance standards.

2. **Schoolwide reform strategies** that--

   - Provide opportunities for all children to meet the State's proficient and advanced levels of student performance.

   - Are based on effective means of improving children's achievement.

   - Use effective instructional strategies that--

     - Increase the amount and quality of learning time, such as extended school year, before- and after-school, and summer school programs.

     - Help provide an enriched and accelerated curriculum.

     - Meet the educational needs of historically underserved populations, including girls and women.

   - Address the needs of all children in the school, but particularly the needs of children of target populations of any program that is included in the schoolwide program, and address how the school will determine if these needs are met. These programs may include counseling and mentoring services, college and career preparation, such as college and career guidance, services to prepare students for school-to-work transition, and the incorporation of gender equitable methods and practices.

   - Are consistent with, and are designed to implement, the State and local improvement plans, if any, approved under Title III of Goals 2000.

3. Instruction by **highly qualified professional staff.**

(Components continued)

4. **Professional development** for teachers and aides, and where appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the schoolwide program to meet the State's student performance standards. (In accordance with sections 1114(a)(5) and 1119)

5. Strategies to increase **parental involvement**, such as family literacy services.

6. Strategies for assisting preschool children in the **transition from early childhood programs**, such as Head Start and Even Start, to local elementary school programs.

7. Steps to **include teachers in the decisions** regarding the use of assessments.

8. Activities to ensure that students who experience difficulty mastering any of the State's standards during the school year will be provided with **effective, timely additional assistance**. The assistance must include:

   - Measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

   - To the extent the school determines it to be feasible using Part A funds, periodic training for teachers in how to identify difficulties and to provide assistance to individual students.

   - For any student who has not met the standards, teacher-parent conferences.

- **Title I does not have to pay for these components in a schoolwide program; rather, a school with a schoolwide program must include these components in its school.**

  For example, School A decides to become a schoolwide program and to include most of its federal funds in the schoolwide program. Under the new Title I, School A may design the schoolwide program it wants without worrying about which funding source will pay for it or even how the federal funds will be used. As long as the school as a whole includes the 8 components--i.e., does a comprehensive needs assessment, includes schoolwide reform strategies geared to challenging standards, etc...--it can spend the vast majority of its federal resources as it chooses.

- Despite the seemingly equal weight of each of these 8 components, schools should not forget the purpose of a schoolwide program. Professional development, active and involved parents, and transition services are strategies that can help a schoolwide meet its core purpose; but they should not obscure that overall purpose--identifying and implementing those instructional strategies that can increase the quality and amount of learning time for all children to enable them to achieve to challenging academic standards.

Q2. May a schoolwide program implement the pull-out approach or operate specific programs that focus on a particular grade such as Reading Recovery?

A. As long as the school includes the 8 components outlined above, it can implement any approach it chooses to meet the needs of its students. In most cases, enabling all children to achieve to challenging standards will require comprehensive improvements in the instructional program that is provided to all students in the school. But schoolwide program activities need not be uniform for the whole school. If the school's comprehensive needs assessment indicates that certain children can benefit from different types of activities, such as Reading Recovery, H.O.T.S., or other pull-out services for some more intensive instruction, a school certainly should conduct those activities.

Schoolwide programs serve all children in a school. All staff, resources, and classes are part of the overall schoolwide program. Therefore, when visiting or discussing a properly designed schoolwide program school, references will be made to staff, children, and classrooms, as opposed to, for example, a Title I classroom. Other things that should signal an improperly designed schoolwide program include: reduction of class size is the only evidence of change; only Federal funds are being used to affect change; superintendent requires a school to conduct a schoolwide or prevents a school from conducting a schoolwide, contrary to the school's desire; before providing additional assistance, a school requires certain children to be identified as eligible to receive such assistance.

ADDRESSING THE NEEDS OF ALL CHILDREN

"High standards for all"

The expanded opportunities in Title I for schoolwide programs are designed to assist schools, districts and States to raise the achievement of all children, but particularly those who have always been the intended beneficiaries of Title I--poor children, low-achieving children, migrant children, children who are neglected or at risk of dropping out, and limited-English-proficient children. By consolidating all funds within a school with many needs, comprehensive planning and reform, and more efficient use of a total sum of funding can **more effectively raise the achievement of those who are farthest behind**, as long as schools understand their responsibility to serve every child and to expect every child to learn.

We emphasize that this shift in Title I diminishes neither the program's continuing commitment to equity nor its central purpose of meeting the educational needs of disadvantaged children. In fact, it is the strength of this commitment that warrants a new program approach for addressing those needs.

Safeguards

The new Title I relies on a **results-based accountability** approach for reinforcing this commitment. This approach is designed to give the public concrete information on how schools and districts are actually doing in raising the achievement of different groups of students. (See standards and assessments chapter).

Section 1114 also includes some additional provisions to ensure that all students' needs are addressed.

- Schoolwides must address the needs of all children in the school, but particularly the needs of children who are members of the target population of any federal education program whose funds are included in the schoolwide program.
- Schoolwides that combine migrant education funds under Part C of Title I must, in consultation with parents of migratory children or organizations representing those parents, or both, first address the identified needs of migratory children that result from the effects of their migratory lifestyle or are needed to permit migratory children to participate effectively in school and to document that services to address those needs have been provided. Because migratory children often attend school throughout a 12-month period, a schoolwide school's plan should address all the school's children, not just those who attend during the "regular" school year.

EXAMPLE OF PLANNING SCHOOLWIDE PROGRAMS TO MEET THE NEEDS OF MIGRANT STUDENTS

A high school implementing a schoolwide program conducts an assessment of the needs of its migratory students as part of its comprehensive planning. Having found that many of the migratory students who enroll at the school need assistance in preparing for the Texas Assessment of Academic Skills (TAAS), which they must pass in order to receive a diploma when they return to Texas, the school provides for tutoring services aligned to the TAAS to be offered to migratory students when they arrive at the school later in the year.

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- Schoolwides may combine Indian education funds under Subpart 1 of Part A of Title IX of the ESEA if the parent committee established by the LEA under section 9114(c)(4) approves the inclusion of those funds.

Sufficient Resources

To operate an effective schoolwide program, a school must have sufficient resources available. In particular, a schoolwide program school must receive at least the total amount of State and local funds that it would have received in the absence of the schoolwide program, including funds needed to provide services that are required by law for children with disabilities and children with limited-English proficiency.

PLANNING FOR SUCCESS

The schoolwide program comprehensive plan is a crucial element for reforming the instructional program in the school.

Development of Plan

- **The plan must be developed DURING A ONE-YEAR PERIOD unless--**
  - The school was operating a schoolwide project on the day before ESEA's enactment--10/20/94. The school may continue its schoolwide program as long as it develops a new plan (or amends an existing plan) during the first year of receiving assistance under Title I.
  - The LEA determines--after considering the recommendations of technical assistance providers--that less time is needed to develop and implement the schoolwide program.
- **There must be broad-based involvement in developing the plan** that includes the community to be served and the individuals who will carry out the plan, including teachers, principals, other school staff and, if appropriate, pupil services personnel, parents of students in the school, and secondary students if the plan relates to a secondary school.
- The plan, where appropriate, must be developed in **coordination with other important programs** within the school.
- The plan should be reviewed and updated regularly to reflect the needs of all children in the school.

Schoolwide Program Plan (Section 1114(b)(2)

Each school's comprehensive schoolwide program plan must:

1. Incorporate the components of a schoolwide program.
2. Describe how the school will use resources under Part A and other sources to implement those components.
3. Include a list of State, LEA, and Federal programs that will be included in the schoolwide program.
4. Describe how the school will provide individual assessment results to parents.
5. (If the State has developed or adopted a final assessment system) Provide for the disaggregation of data on the assessment results of students and the reporting of those data, but only when those data are statistically sound.

   Note: It is the responsibility of the State and district, not the school, to seek to produce, in schoolwide programs, statistically sound results through the use of oversampling or other means.
6. (If the State does not have a final assessment system) Describe the data on the achievement of students in the school and effective instructional and school improvement practices on which the plan is based.

New Kinds of Planning

Title I adds a number of critical provisions to ensure that planning is part and parcel of a school's overall reform efforts and driven by the needs of the students and staff of the school, rather than administrative procedures:

- **A school can use an existing comprehensive school plan to satisfy the Title I planning requirements.**
  - A school with a comprehensive plan does not have to develop a separate schoolwide plan to satisfy Title I. Rather it can, and is encouraged to, incorporate the schoolwide components into its overall plan.
- **A school can structure its plan in the way it chooses.**
  - Requiring a schoolwide plan to "incorporate" the components of schoolwide

programs means that the plan does not have to describe each of these components separately or in any particular sequence or manner; it only must address each of these components some place within the plan.

  - ◆ A schoolwide plan does not have to track activities or services to funding sources.

- ■ **A schoolwide program plan can remain in effect for the duration of the school's participation under Title I.**

  - ◆ A school should review and update its plan, as it determines necessary, to reflect changes in its schoolwide program or changes to reflect State standards established after the plan was developed.

  - ◆ There is no longer the requirement that the schoolwide plan be submitted to the SEA every three years or to the LEA on a set cycle.

- ■ **A school can maintain its schoolwide eligibility even if it drops below the initial poverty threshold in subsequent years.**

  - ◆ Title I, unlike the former Chapter 1, does not require a redetermination of a schoolwide program's eligibility every three years.

  - ◆ Unlike the former Chapter 1, a schoolwide program does not have to make certain specified achievement gains in order to retain its schoolwide program status.

These provisions support effective and comprehensive schoolwide planning tied to the overall planning of a school. They focus on internal professional responsibility rather than simply externally-driven accountability. And they acknowledge lessons already learned from experience with comprehensive school reform: fundamental change takes time and cannot be piecemeal, fragmented, or discontinuous.

SCHOOLWIDE SUPPORT AND ASSISTANCE

The new Title I focuses on schools as active and central participants in all aspects of schooling. All schools have the authority to make Title I program decisions how to use funds to best meet the needs of their students. Schoolwides, in particular, are far more able to design their own innovative solutions to address their schools' specific problems and needs.

For schoolwides to move successfully to the center stage of Title I reform, they must have access to adequate training and assistance.

School Support Teams

Section 1117(c)(1) of Title I requires that each SEA, in consultation with LEAs and schools, establish a system of school support teams to provide information and assistance to schoolwide programs and to assist those programs in providing an opportunity for all students to meet the State's student performance standards.

A school support team will work cooperatively with each school and make recommendations as the school develops its schoolwide program plan, will review each plan, and will make recommendations to the school and the LEA.

During the operation of the schoolwide program, a school support team shall--

- Periodically review the progress of the school in enabling children in the school to meet the State's student performance standards.
- Identify problems in the design and operation of the instructional program.
- Make recommendations for improvement to the school and the LEA.

Each school support team shall be composed of teachers, pupil services personnel, representatives of organizations knowledgeable about successful schoolwide programs or comprehensive school reform (especially distinguished educators) and others who are knowledgeable about research and practice on teaching and learning, particularly about strategies for improving educational opportunities for low-achieving students.

Distinguished Educators, Distinguished Schools and Alternative Approaches

There does not have to be the same number of teams as there are schoolwide programs in a State. Although this is a possibility, the law provides great flexibility for structuring a system of support. For example, the law also provides for:

- **"Distinguished Educators"** to be available to assist schoolwide program schools, as well as other schools and districts furthest from meeting the State standards.
- **"Distinguished Schools"**--those schools exceeding the State's definition of adequate progress for three years that can become mentors to other schools, and receive monetary and other rewards from the SEA and LEA.
- **"Alternative Approaches"**--a State may devise additional approaches to providing assistance, such as providing assistance through institutions of higher education or educational services agencies, as long as these alternative approaches fulfill their obligation for supporting schoolwide programs.

As noted above, it is not necessarily envisioned that there be a school support team for every schoolwide program school in a State but, rather, that there be a State system that would provide access to and support from a combination of entities in the system. The system of school support teams will coordinate and facilitate access to appropriate services and resources for schoolwide program schools. This coordination and facilitation can include direct services from a team or individual team members; team or team members working in conjunction with the SEA, institutes of higher education, regional education laboratories, the National Diffusion Network, and other consultants; or brokering and referring services to schoolwide program schools from such agencies and individuals. This type of system will help to ensure that multiple organizations and resources are effectively and systematically made available to meet individual school and LEA schoolwide program needs.

EXAMPLE:
WASHINGTON SCHOOL SUPPORT TEAMS/DISTINGUISHED EDUCATORS:

The selection of 25 Distinguished Educators will be through self-nomination and solicitation from Washington's Talent Bank (includes Apple Award winners, Teacher of the Year, etc.). The selection will be based on a dozen criteria including multiple placement experiences, demonstrated experience working with adults, and a three-year commitment.

Training and supervision will be coordinated through nine education service districts' regional centers. The initial three-day training will take place in the summer at a community college. Topics for training include State reform, IASA programs, group facilitation, the change process, and others. Training will continue throughout the year.

Distinguished Educators will assist schools identified as schoolwide or in need of school improvement as individuals or teams and matched by the needs of the school. An effort will be made to assign Distinguished Educators regionally.

Each Distinguished Educator will be given a laptop to encourage contact with schools, to communicate with each other to avoid isolation, to be on-line with supervision units, and to be on-line with the technical assistance center. They will be able to access curriculum and instruction information for their schools.

Contact: Dr. Mary-Elizabeth (Mitzi) Beach
(206)753-3220

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EXAMPLE:
THE PENNSYLVANIA SCHOOL SUPPORT SYSTEM

Pennsylvania has established a system of support for schoolwide programs and schools in need of school improvement. Since the system's primary mission is to provide technical assistance, the Division of Federal Programs is working cooperatively with Research and Information Services for Education (RISE) and the National Diffusion Network (NDN).

In order to establish a client-based support system, school district personnel have been asked to provide names of organizations and/or persons who are knowledgeable in one or more of these areas: 1) successful schoolwide programs; 2) comprehensive school reform; 3) research and practice in teaching and learning; and 4) effective strategies for improving educational opportunities for low-achieving students. These organizations/persons may include representatives from institutions of higher education, persons from regional educational laboratories or research centers, and individual or group consultants.

Once nominated for the School Support System cadre, the candidate(s) will be asked to provide additional information in a *Candidate's Profile* that will help any school district select appropriate persons with specific knowledge and expertise as a member of its School Support Team (SST). An SST directory and the compilation of the *Profiles*, will be sent to a school district requesting information about persons who can assist with a schoolwide or school improvement program. An 800 number for the School Support Team System will also be available for easy access to information.

When the parameters of the School Support services have been established, the school district and SST enter into an agreement that outlines the workscope and the amount of the SST financial reimbursement. Additional team members may be added on a short-term basis for specified technical assistance.

The Division of Federal Programs, in cooperation with RISE, will provide a training program for SST members. After the completion of the SST's work, the school district personnel will respond to a questionnaire about the implementation of the SST process and the effectiveness of the team members in their selected roles. In this way, the School Support System will be an evolving process.

Contact: Mr. James M. Sheffer
(717)783-9161

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ACCOUNTABILITY

Schoolwide programs enable schools with high concentrations of poverty to utilize their many funding sources to provide a comprehensive educational program for all of their children. The goal for this coordinated approach is to enable all children, including those furthest behind, to reach the challenging academic standards established for all children. Under a thoughtful, creative plan that addresses the statutory components, it is hoped that schoolwide programs will be an effective vehicle for providing many target populations with a challenging, cohesive program.

To the extent that schoolwide programs are not effective, however, schoolwide programs are no longer subject to a three-year accountability test. Rather, the same standards, assessments, and school improvement provisions that apply to all Part A-funded schools apply to schoolwide programs. In other words, they are not required to be discontinued.

On a broader note, the Department is directed by section 1501 of Title I to examine, in a national assessment of Title I programs, how well schools are providing participating children an enriched and accelerated educational program through schoolwide programs and how schoolwide programs are meeting the needs of children from migratory families. In this assessment, the Department will examine how the authority contained in the schoolwide program notice (at the end of this chapter) has been implemented.

EXAMPLES OF SUCCESSFUL SCHOOLWIDE PROGRAMS

Although there are many successful and innovative schoolwide programs throughout the country, to provide some insight into how some of these look, a few examples are provided below.

EXAMPLE:

In addition to operating a schoolwide program during regular school sessions, a Title I middle school uses supplemental funds to extend the school year by providing intersession programs year-round. These intersession programs emphasize applications of academic skills in the world outside of schools. Three strands focus on experiencing language and literacy through the Arts, investigating the applications of mathematics and physics in agriculture and industry, and understanding history and social sciences with business and community organizations. The program is hands-on and involves considerable activity outside of the school designed to draw linkages from classroom activities to real world applications. Students receive credit based on participation and completion of project-based assignments.

EXAMPLE:

The number of LEP students in one small Midwest city has grown rapidly in recent years. Two schools in low-income neighborhoods were using Title I funds to hire bilingual paraprofessionals to help Spanish-speaking Title I students with language arts and mathematics at learning centers in the regular classroom. Teachers felt the program was working fairly well, but students were not able to receive help outside of language arts and mathematics; the small number of paraprofessionals could not keep pace even with that limited range of responsibility. The superintendent and the board of education saw an opportunity to begin a more integrated approach through the schoolwide process. The schools' principals used schoolwide planning time to assess their staff members' abilities to teach in both English and Spanish, began a professional development program for bilingual paraprofessionals and their credentialed colleagues, and made staff changes to supplement staff members' dual-language instructional capabilities. The parent involvement elements of Title I were redesigned to better engage language minority parents in the education of their children and to educate the parents about the techniques of bilingual education. The results were greater parental involvement in literacy activities for children in the home language and better content learning throughout the (now bilingual) curriculum.

A book entitled, An Idea Book for Educators: Implementing Schoolwide Projects, was prepared for the U.S. Department of Education. This book is a resource for policy-makers and practitioners, designed to show how local initiative and determination can become a foundation on which to plan future programs to ensure that all children meet high academic standards. The book also includes profiles of 12 elementary schoolwide programs along with information for readers to contact the schools if further information is wanted. Copies of some of these profiles are included at the end of this section. To obtain a copy of this book, call (202)401-0590.

GUION PARA SECCION 1 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE / SCRIPT TO SECTION 1 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECCION 1: COMO COMENZAR / SECTION 1: GETTING STARTED

***DOCUMENTOS/* DOCUMENTS; *ACTIVIDADES/* ACTIVITIES**	**TIPS FOR THE FACILITATORS**	***SUGERENCIAS PARA LOS PRESENTADORES***
***La Agenda /* Agenda**	• Ask participants to review agenda; explain your goals [Examine the sample agenda.]	• Repasar su agenda del cursillo con los participantes; Explicar las metas [Fijarse en el ejemplo.]
Orientacion / Orientation • ***Actividad 1****:Entrevistas en pares /* **Activity 1**: Paired Interviews	• Follow directions of activity. [This activity is meant to introduce participants to one another]	• Seguir las instrucciones para esta actividad. *[Esta actividad es para que se conozcan los participantes]*
Construir Conocimento/ Knowledge Building	Follow directions of each of these activities.	Seguir las instrucciones para esta actividad.
• ***Actividad 2:*** *Fondos escolares en California /* **Activity 2:** California School Funding	• [This activity is meant to demonstrate that most school funding comes from state and local sources, not federal.]	• *[Esta actividad es para demostrar que la mayoría de los fondos escolares vienen de recursos locales, no federales.]*
• ***Actividad 3*** *Resumen de eventos históricos /* **Activity 3:** Summary of Historical Events	• [This activity is meant to explain the history of the federal government's involvement in education.]	• *[Esta actividad es para explicar la historia del papel del gobierno federal en la educación del país.]*
• ***Actividad 4:*** *Información sobre Título I (Un folleto) /* **Activity 4:** Information about Title I (Brochure)	• [This activity is meant to explain the largest federally-funded education program: Title I for communities of poverty.]	• *[Esta actividad es para explicar el Título I, el programa educativo federal con la mayor cantidad de fondos.]*
• ***Presentación:*** *El Sistema Estatal de Ayuda Técnica/* **Presentation:** Statewide System of School Support	• Explain mission, definitions, roles, responsibilities. Photocopy and distribute map, directory of S4 directors' offices. Everyone should write the name of their S4 director.	• Presentar la misión, las definiciones, papeles, responsabilidades, el mapa, y donde quedan las oficinas de los directores de S4. Pedir que cada persona escriba el nombre de su director de *S4*

Accion y Poder/ Empowerment and Action • ***Actividad 5: Relacionar los ideas a nuestros vidas* / Activity 5:** Relating the Ideas to Real Life	• Ask participants to work in groups to discuss what sorts of federal education funding exist at their local schools and how the funds are used.	• Pedir que los participantes formen grupos para describir los tipos de fondos federales que existen en las escuelas donde ellos viven y como se usan los fondos.
• ***Resumen y Evaluación* / Wrap Up and Evaluation**	• If another session is to be offered, ask for volunteers to help plan the next sessions, distribute evaluation forms to participants. • Ask participants to read the USDE guidance on SCHOOLWIDE PROGRAMS [see additional documents] as homework.	• Si habrá otro cursillo, buscar voluntarios y ayudantes para planear los próximos cursillos, repartir la evaluación a todos los participantes. • Pedir que todos *que puedan leer en inglés revisan el* «USDE guidance on SCHOOLWIDE PROGRAMS» como tarea.

***Documentos Adicionales para Sección 1* / Additional Materials for Section 1**

- *Una hojr para crear un agenda* / Fill-in form for creating an agenda
- *Ejemplo de una agenda/* Sample Agenda
- *Hoja para matricular voluntarios para planear el próximo cursillo* / Volunteer sign-up form for planning the next session
- *Lista de participantes (un ejemplo)* / Attendance List (sample)
- *La tarea* / Homework assignment
- USDE SCHOOLWIDE PROGRAMS guidance *(solo en inglés)*
- *Forma para la evaluación del cursillo (un ejemplo)* / Evaluation Form (sample)
- *GUION PARA SECCION 1 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE /* SCRIPT TO SECTION 1 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECCION 2: APRENDER MAS

- repaso sobre Schoolwide
- presentación y conversación
- revisar y compartir conocimiento

SECTION 2: LEARNING MORE!

- Overview of Schoolwide
- Presentation and Discussion
- Review and Knowledge sharing

Activity 1
Actividad 1

Homework: Review Information from Section 1 and respond to questions

Tarea: Repasar la información del primer cursillo (Sección 1) y responder a preguntas

Complete this activity in three parts:

1. Have participants share/ brainstorm in small groups what they leaned from reading the USDE guidance on SCHOLWIDE PROGRAMS (written in English only) or what they heard from the workshop(s) so far.
2. Ask group to select a reporter to share two or three ideas
3. Respond to any remaining questions.

Completar esta actividad en tres etapas:

1. *Pedir que los participantes comparten/hagan una lista en grupos lo que aprendieron del «USDE guidance; SCHOOLWIDE PROGRAMS» o de lo que escucharon hasta hoy en el cursillo.*
2. *Pedir que cada grupo elige alguien para reportar dos o tres ideas*
3. *Responder a preguntas*

What is the impact on parents?

✔ Active parental involvement is absolutely essential in Schoolwide Programs. More parents are invited, expected and encouraged to support, participate and contribute to the school. Parents are offered the opportunity to learn how to support their children in order to maximize their school experiences.

What is the impact on the school community?

✔ It is common that in well-implemented Schoolwide Programs, interpersonal relationships improve. Students, parents, teachers and administrators work together to create a safe and drug-free school environment that supports everyone, and that respects and values every member of the school community. Schoolwide Programs offer educational opportunities for everyone, especially for those students who have been historically underserved. The goal is to create a community of learners.

What are the results?

✔ The main reason for school reform is the improvement of student achievement. According to research studies done of Schoolwide Program schools, the results are very positive (Pechman & Feister, 1994- *An idea book: implementing schoolwide projects*). These positive results include: more family involvement and development of commonly held goals, and higher levels of student achievement. Continual program evaluation, careful review of student achievement information, and staff adaptability all combine to facilitate long-term improvement.

Is a Schoolwide Program going to be more work?

✔ Yes. More additional work always happens during the initial steps in planning and beginning a Schoolwide Program. Once the Schoolwide Program is in place, the participation of the entire school community increases, and the efforts of the school community result in even more long-term benefits. Schoolwide Programs coordinate education goals on federal, state and local levels. Schoolwide Programs are not another add-on service, but a way to coordinate instruction to meet the needs of all students.

How is school improvement evaluated?

✔ Accountability. Continuous monitoring of student academic achievement information, and a regular review of program strategies are ways to ensure the success of the students in a Schoolwide Program.

Where does the money come from?

✔ The money for Schoolwide Programs comes from traditional education resources and from Title I and other federal funds for education. A Schoolwide Program can coordinate various funds to create a program that offers solutions for the most important academic needs of the student population unique to that school. A Schoolwide Program must contain all eight components noted earlier in this brochure, and state and local funds must continue in the school at a level comparable to other schools in the district. Thus, a Schoolwide Program does not lose money, but uses its funds in a logical, more coherent manner.

This brochure is intended to provide basic information on Schoolwide Programs for parents, and was modeled after a booklet developed by the Northwest Regional Assistance Center at NREL, Portland, Oregon. Copies of this brochure are also available in Spanish, Vietnamese, Cambodian and Lao.

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Region XI, Northern California
Comprehensive Assistance Center

WestEd, (800) 645-3276 (800 64-LEARN)

SCHOOLWIDE PROGRAM OVERVIEW

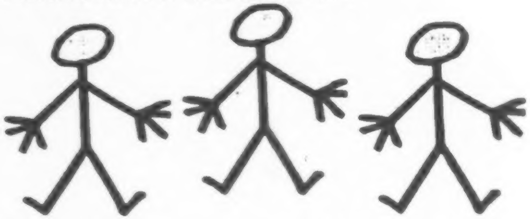
for parents

What does "Schoolwide Program" mean? Why is it important for me and my family?

INTRODUCTION

This brochure contains basic information about what "Schoolwide Program" means, and describes the new direction in federal education policy for improving America's schools. This new direction can have far-reaching consequences and important educational benefits for you and your family. *According to federal guidelines, a school may combine Title I and other federal education funds in a Schoolwide Program if at least 50% of the students are from low-income families.*

This flexibility in funding allows for the coordination of the entire program of a Schoolwide Program school, with the expectation that the school will continuously improve, in order to elevate the academic levels of all of the students.



What efforts have been made by the federal government to improve America's schools?

In 1965 the U.S. Congress passed legislation called *the Elementary and Secondary Education Act (ESEA)*. The first part of this Act, Title I, authorized special programs for disadvantaged students, to help them overcome any educational deficits and achieve success in school. However, while some of these programs did help students improve their literacy and math skills, other programs resulted in fragmented services that isolated and stigmatized the very students they were intended to serve. When *ESEA* was re-authorized, the new law--the *Improving America's Schools Act (IASA)* --was crafted to promote Schoolwide Programs. By becoming a Schoolwide Program school, the entire school community dedicates itself to whole school reform, rather than fragmented, piece-meal attempts at educational improvement.

How do federal education programs support my children's school?

Over the twenty years that Title I has served schools in the United States, a great deal of research has been done on what is most effective for improving schools. This research supports four key elements that exist in any comprehensive educational improvement effort:

✔ High academic standards for all students

✔ Teachers better trained to teach to high standards

✔ Flexibility to stimulate local reform, coupled with accountability for results

✔ Close partnerships and mutual support among families, communities and schools

What are the requirements to convert a school into a Schoolwide Program school?

There are eight basic requirements for a school to become a Schoolwide Program:

1. A planning process that includes a comprehensive needs assessment and an outside review by experts or consultants.
2. Comprehensive school reform strategies based on effective teaching practices for disadvantaged students; these strategies need to be consistent with state and local improvement plans.
3. Instruction by teachers that are well prepared.
4. Professional development for teachers, paraeducators, administrators , other school staff, and parents.
5. Strategies to increase parent and family involvement.
6. Strategies to assist preschool children in making the transition to Kindergarten.
7. Methods to include the teachers in school decision-making.
8. Activities to ensure that students who experience difficulty in learning will be provided with effective, timely assistance.

How are Schoolwide Programs different compared to other programs?

✔ Schoolwide Programs (SWPs) are based on students' needs which have been identified by the school. SWPs are designed to be school-based and flexible. The coordination of educational opportunities is intended to prevent fragmentation of services. It is important to evaluate the SWP frequently, assess students' progress, and promote accountability and continuous improvement.

✔ Schoolwide Programs try to promote equity, because SWPs serve all of the students in a school, instead of isolating or separating them. A school with a SWP can offer a wide array of services, because the funds are coordinated for the good of all of the students.

What is the impact of Schoolwide Programs on teachers?

✔ In Schoolwide Programs schools the teachers work together to bring about positive changes. A goal is that important decisions are made by the school personnel. Thus, the teachers have a very important role in the SWP plan and in the development of the program. Also, ongoing technical assistance and intensive professional development for educators are priorities.

What is the impact on students?

✔ The expectation is that students in a SWP school will have the opportunity to learn more, because services coordinated by Schoolwide Programs work to promote a plan of high expectations and high standards. Less emphasis is given to pull-out programs, which provide instruction in isolated groups. Ongoing, frequent assessment of student achievement ensures that the school staff is aware of students' progress, in order to help all students achieve academic success.

¿Cómo influye los Programas Schoolwide a las comunidades de las escuelas?

- ✓ Es muy común que el ambiente social mejora. Los estudiantes, los padres, los maestros y los administradores trabajan juntos para crear un ambiente escolar que apoya a todos, sin violencia y drogas, que respeta y valora a todos los miembros de la comunidad escolar. Los Programas Schoolwide ofrecen oportunidades educativos a todos, especialmente a los estudiantes que anteriormente no recibieron servicios y oportunidades adecuados. La meta es de crear una comunidad de individuos que están aprendiendo juntos.

¿Cuáles son los resultados?

- ✓ La razón principal para la reforma de las escuelas es el mejoramiento de los conocimientos estudiantiles. Según los estudios que se han hecho sobre escuelas que han hecho el cambio a Schoolwide, los resultados son muy positivos. (Véase, por ejemplo, un estudio escrito por Pechman y Fiester, 1994 - *An idea book: implementing schoolwide projects*). Estos resultados positivos incluyen: más envolucramiento de familias, desarollo de metas comunes, y resultados académicos más altos. Las evaluaciones contínuas, el asesoramiento de datos, y la flexibilidad del personal escolar combinan para mejorar el Programa Schoolwide a largo plazo.

¿Va a crear más trabajo el Programa Schoolwide?

- ✓ Sí. Más trabajo siempre occure durante las etapas iniciales de planear y comenzar un Programa Schoolwide. Una vez que está funcionando el Programa Schoolwide, la participación de toda la comunidad en la escuela aumenta aún más, y los esfuerzos de toda la comunidad escolar resultan en más beneficios a largo plazo. Los Programas Schoolwide ponen de acuerdo las metas federales, estatales, y locales. Los Programas Schoolwide no son un servicio adicional, sino una estrategia de coordinar la enseñanza para satisfacer las necesidades educativos de todos los estudiantes.

¿Cómo se evalua el mejoramiento escolar?

- ✓ Vigilar los datos académicos de los estudiantes, y evaluar con frecuencia las estrategias del programa, son las maneras de asegurar el éxito de los estudiantes en un Programa Schoolwide.

¿De dónde vienen los fondos?

- ✓ Los fondos para los Programas Schoolwide vienen de los recursos tradicionales y de fondos del Título I y de otros fondos educativos federales. En un Programa Schoolwide se coordinan varios fondos para crear un programa que atiende a las necesidades más importantes de cada tipo de estudiante. Los ocho requisitos de un Programa Schoolwide mencionadas anteriormente son obligatorios, y los fondos estatales y locales se tienen que mantener en las escuelas con Progama Schoolwide, igual como en las otras escuelas del distrito. Es decir, un Programa Schoolwide no pierde dinero, sino utiliza los fondos de una manera lógica y eficaz para crear una escuela excelente.

Este folleto trata de proveer información básica sobre Programas Schoolwide, para padres, y sigue el modelo de un documento hecho por Northwest Regional Assistance Center, NREL, Portland, Oregon. Se puede conseguir copias de este folleto en inglés, vietnamita, cambodiano y lao.

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Comprehensive Assistance Center
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INFORMACIÓN SOBRE LOS <<PROGRAMAS SCHOOLWIDE>>

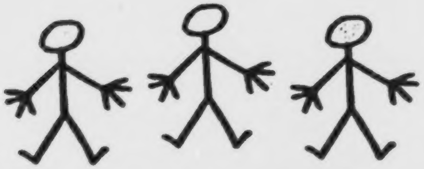
para padres

¿Qué quiere decir cuando una escuela es un *Schoolwide Program* - Programa Schoolwide? ¿Por qué es importante para mí y mi familia?

INTRODUCCIÓN

Este folleto contiene información básica sobre lo que es un Programa Schoolwide, y describe los nuevos mandatos federales para mejorar las escuelas de América. Esta dirección nueva puede proveer beneficios educativos muy importantes para Ustedes y sus hijos. *Según los requisitos federales, una escuela puede combinar fondos de Título I con otros fondos educativos federales para la educación, para establecer un Programa Schoolwide, si 50% o más de los estudiantes vienen de familias con bajos ingresos.*

Esta flexibilidad de fondos permite que todas las partes del programa educativo de una escuela con Programa Schoolwide sean coordinadas y que la escuela siga mejorándose para elevar los niveles académicos de todos los estudiantes.



¿Cuáles son los programas federales para mejorar las escuelas de América?

En 1965, el congreso de los Estados Unidos de América aprobó legislación llamado *El Acto de Educación Primaria y Secundaria (ESEA)*. La primera parte del acto, el Título I, autorizó programas especiales para estudiantes desventajados, para ayudarlos a superar y conseguir el éxito escolar. Aunque algunos de estos programas ayudaron a unos estudiantes a mejorar sus destrezas con lectura y matemáticas, otros programas resultaron en servicios fragmentados que aislaban a los estudiantes que trataban de ayudar. Cuando se reautorizó el acto, la nueva ley- *El Acto Para Mejorar las Escuelas de America (IASA)*- cambió el énfasis a Programas Schoolwide. Es decir, cuando una escuela forma un Programa Schoolwide, la comunidad escolar se dedica a reformar toda la escuela, en vez de hacer esfuerzos de mejoramiento que son incompletos y fragmentados.

¿Cómo ayuda el apoyo federal a la escuela de mis hijos?

En los veinte años que el Título I ha servido a las escuelas de los Estados Unidos, se han hecho muchos estudios sobre qué es lo más eficaz para mejorar a las escuelas. Estos estudios apoyan a cuatro elementos centrales que se encuentran en cualquier esfuerzo comprensivo de mejoramiento escolar:

- ✔ Las normas académicas altas para todos los estudiantes;
- ✔ Los maestros bien entrenados para enseñar a sus estudiantes a alcanzar estas normas;
- ✔ La flexibilidad para estimular reformas locales, junto con la responsabilidad para los resultados;
- ✔ La colaboración y el apoyo mutuo entre familias, comunidades y escuelas.

¿Cuáles son los requisitos para establecer un Programa Schoolwide?

El Programa Schoolwide o programa de servicios escolares coordinados, incluye ocho partes o requisitos:

1. Un proceso de planeamiento que incluye una auto-evaluación comprensiva de la escuela, que es revisada por expertos o consultantes
2. Estrategias comprensivas para reformar a la escuela, basadas en métodos eficaces para enseñar a estudiantes desventajados (estas estrategias tienen que estar coordinadas con planes establecidos por el estado y el distrito escolar)
3. La enseñanza por maestros bien preparados
4. La capacitación de maestros, ayudantes de salones, administradores, otros empleados de la escuela, y los padres de familia
5. Estrategias para el envolucramiento de padres y familias
6. Estrategias para ayudar a los niños en programas pre-escolares a hacer la transición al Kinder
7. Métodos para incluir a maestros en las decisiones de la escuela
8. Actividades para asegurar que los estudiantes que necesitan ayuda, reciben el apoyo a tiempo.

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¿Cómo son distintos los Programas Schoolwide, en comparación a otros programas?

- ✔ Los Programas Schoolwide se basan en las necesidades de los estudiantes identificadas por la escuela, son flexibles, y la coordinación de oportunidades educativas evita la fragmentación de servicios.
- ✔ Los Programas Schoolwide tratan de servir a todos los estudiantes en la escuela, en vez de aislarlos o separarlos. Una escuela con un Programa Schoolwide puede ofrecer una gran variedad de servicios, porque los fondos están coordinados para el bien de todos.

¿Qué tienen que ver los Programas Schoolwide con los maestros?

- ✔ En los Programas Schoolwide los maestros trabajan juntos para cambios positivos. Una meta es que las decisiones importantes sean hechas por todos los empleados de la escuela. Así es que los maestros tienen un papel muy importante en el desarollo del programa.

¿Qué diferencia hay para los estudiantes?

- ✔ Se espera que más estudiantes tengan la oportunidad de aprender más, porque servicios coordinados en Programas Schoolwide tratan de promover un plan de estudios elevado y acelerado. Se pone menos énfasis en servicios que quitan a los estudiantes de sus salones, para ofrecer enseñanza en grupos aislados. El asesoramiento frecuente del progreso estudiantil asegura que el personal de la escuela sabe cómo están progresando los niños, para ayudar a todos a lograr el éxito académico.

¿Qué se espera de los padres de familia?

- ✔ El envolucramiento de padres es esencial en los Programas Schoolwide. Se espera que más padres apoyen, participen y contribuyan a la escuela. Se les ofrece a los padres de familia la oportunidad de aprender cómo apoyar más a sus hijos, para que disfruten de sus experiencias escolares.

SCHOOLWIDE PROGRAMS

WHAT PARENTS AND STAFF NEED TO KNOW

WHAT IS A SCHOOLWIDE PROGRAM?

- a school which may combine most federal funds for education (including Migrant Education funds or even special education funds) to provide services to all of the students at a school site.

- a school with a Schoolwide program which must be based on the needs of all students, but targets the needs of Title I populations (including Migrant Students and other special student populations).

WHY HAVE A SCHOOLWIDE PROGRAM?

The federal government is encouraging schools to develop a schoolwide program for the following reasons:

- **Change the focus from compliance with federal rules to a focus on improving teaching and learning.**
- **Eliminate the isolation that sometimes happens in schools by having everyone working together on one plan for all students.**
- **Spend federal funds in ways that most effectively raise the achievement of all the students at the school.**
- **Have a coherent program for students, not a fragmented one.**

WHICH SCHOOLS ARE ELIGIBLE?

The school must be identified as a participating
Title I eligible school by the school district
and
at least 50% of children enrolled/residing in school
area are from low income families.

HOW DOES A SCHOOL BECOME A SCHOOLWIDE PROGRAM?

- The school district determines that a school is eligible, based on poverty level

and

- A school (staff and parents) decides that it wants to become schoolwide (in consultation with school district).
- The school accepts help from outside (technical assistance) to do planning.

WHAT ARE THE STEPS TO BECOMING A SCHOOLWIDE PROGRAM?

- **School district sends a form to Calif. Department of Ed. stating which schools intend to become schoolwide.**
- **School, in consultation with district, selects a school support team/helper(s) to work with a school team (leadership team).**
- **School, district, and support team/helpers begin planning and develop a plan for all students.**
- **Local school board approves plan.**

WHAT ARE THE STEPS TO BECOMING A SCHOOLWIDE PROGRAM?(continued)

- School sends Calif. Depart. of Ed. face sheet, assurances, and certifications.
- California Department of Education sends Schoolwide Program Authorization Letter to the district.
- Schoolwide Program plan begins.
- The school leadership team and support team/helpers continue working to ensure that the plan works and is evaluated and changed to improve the school/program.

SERVING SPECIAL NEEDS STUDENTS IN SCHOOLWIDE PROGRAMS
EXAMPLE: MIGRANT EDUCATION

While Migrant Education Program funds may be combined with other program funds in order to improve the program of instruction for the entire school, the law recognizes that migrant students have unique needs that must be addressed even when migrant students participate in a schoolwide program. **For this reason, the regulations (34 CFR 200.8(c)(3)(ii)(B)(1) require a school that combines Migrant Education funds in a schoolwide program to:**

SERVING SPECIAL NEEDS STUDENTS IN SCHOOLWIDE PROGRAMS
EXAMPLE: MIGRANT EDUCATION (continued)

- Consult with parents of migrant children or organizations representing the parents (or both);
- Address the identified needs of migrant children that result from the effects of their migrant lifestyle or are needed to permit migrant children to participate effectively in school; and

SERVING SPECIAL NEEDS STUDENTS IN SCHOOLWIDE PROGRAMS
EXAMPLE: MIGRANT EDUCATION (continued)

- **Document that services to addressed needs have been provided.**

IMPORTANT: Migrant parents and staff must know which schools are going schoolwide and should be part of the school leadership teams and support teams/helpers.

COMPONENTS OF A SCHOOLWIDE PROGRAM

1. Complete a comprehensive needs assessment.

2. Develop a comprehensive school plan, with the support of the school district and the involvement of the entire school community (stakeholders).

3. Reform/revise the program for teaching and learning, according to data that was gathered and the analysis of the data from the comprehensive evaluation.

4. **Use effective strategies for students who need additional support, so that they can achieve the high standards established by the state and the district.**

5. **Include effective strategies for helping all students achieve academic success.**

6. **Disaggregate and evaluate students' academic achievement results, especially for those students who are experiencing difficulty in achieving the district's standards.**

7. **Provide teaching by teachers who are well prepared.**

8. **Provide professional development for teachers, para-educators, other school employees, administrators, and parents.**

9. **Expand the intensive involvement of students' parents.**

10. Help pre-school students make the transition to Kindergarten.

11. Include teachers in decisions about the assessment and evaluation of student progress.

12. Provide timely assistance for those students who have not been able to achieve the high standards.

STEPS TO BECOMING A SCHOOLWIDE PROGRAM

1. District informs the school that it meets the criteria (poverty level) to become Schoolwide.

2. School (teachers, staff and parents) make the decision to become Schoolwide.

3. School establishes a School Leadership Team composed of representatives of all stakeholders (principal, teachers, other staff, parents, students (secondary) and community representatives).

4. School Leadership Team, in consultation with district, selects a school support team/technical assistance provider(s).

5. District submits to the California Department of Education the *Intent To Operate Title I Schoolwide Program* form.

6. School Leadership Team with assistance from district/technical assistance provider(s), begins planning by conducting a comprehensive needs assessment.

7. School Leadership Team develops a comprehensive Schoolwide Plan based on the needs assessment process with input, support and assistance from district, parents, community and technical assistance provider(s).

8. After receiving an orientation and information, the Local Governing Board (school board) approves the Schoolwide plan.

9. District submits to the California Department of Education the *Request for Authorization of Schoolwide Program.*

10. The California Department of Education sends a *Schoolwide Program Authorization Letter* to the district and the school.

11. The Schoolwide Program officially begins, upon receipt of the Authorization Letter.

12. Intensive sustained support and improvement continues.

PROGRAMAS
SCHOOLWIDE

LO QUE NECESITAN SABER
LOS PADRES Y LOS EMPLEADOS DE ESCUELAS

¿QUE ES "SCHOOLWIDE"?

- Combina casi todos los fondos federales para la educación (posiblemente, incluyendo los fondos del Programa de Educación Migrante o hasta fondos para los alumnos de la educación especial) para proveer servicios a todos los estudiantes en una escuela.

- El programa "Schoolwide" debe ser basado en las necesidades de todos los estudiantes, pero el objetivo principal es de satisfacer las necesidades de los estudiantes que califican por los fondos del Título I (incluyendo los estudiantes migrantes o otros alumnos con necesidades especiales).

¿POR QUE TENER UN PROGRAMA DE SCHOOLWIDE?

El gobierno federal está animando a las escuelas elegibles a escoger un programa Schoolwide por las siguientes razones:

- cambiar el énfasis de prestar demasiada atención a reglas federales, hacia un énfasis de mejorar la enseñanza y el aprendizaje;
- eliminar el aislamiento que a veces ocurre en las escuelas, hacia la cooperación, con todos trabajando juntos en un plan para todos los estudiantes;
- usar los fondos federales para elevar el logro y el éxito académico de todos los estudiantes en la escuela;
- tener un programa integrado, y no un programa fragmentado, para todos los estudiantes.

¿CUALES ESCUELAS SON ELEGIBLES?

Las escuelas son identificadas como escuelas participantes del Título I por el distrito escolar

y

por lo menos el 50% de los estudiantes inscritos que están viviendo en el área de la escuela vienen de familias de bajos ingresos.

¿COMO PUEDE UNA ESCUELA FORMAR UN PROGRAMA SCHOOLWIDE?

- El distrito escolar decide que una escuela es elegible, basado en el nivel de pobreza

y

- Los empleados y los padres de una escuela deciden que desean formar un Programa Schoolwide (en consulta con el distrito escolar).

- La escuela solicita la ayuda técnica para planear el programa.

¿CUALES SON LOS PASOS PARA FORMAR UN PROGRAMA SCHOOLWIDE?

- El distrito escolar manda una notificación al Departamento de Educación del Estado, indicando cuáles escuelas desean formar Programas Schoolwide.
- La escuela, el distrito, y los equipos de apoyo/ayudantes comienzan el proceso de auto-evaluación y desarrollo de un plan para todos los estudiantes.
- La mesa directiva local aprueba el plan.
- La escuela manda los documentos necesarios (garantías, certificaciones) al Departamento de Educación del Estado de California.
- El Departamento de Educación manda cartas de autorización para el Programa Schoolwide al distrito.

- El Programa Schoolwide comienza.
- El equipo de liderazgo de la escuela y el equipo de apoyo/ayudantes siguen trabajando para asegurar que el programa funcione y sea evaluado y mejorado.

SIRVIENDO A ESTUDIANTES MIGRANTES EN EL PROGRAMA SCHOOLWIDE

Mientras que los fondos del Programa de Educación Migrante pueden ser combinados con los fondos de otros programas para mejorar el programa de aprendizaje de la escuela, la ley reconoce que los estudiantes migrantes tienen necesidades especiales que deben satisfacerse.

Por esta razón, los reglamentos [34 CFR 200.8 (c) (3) (ii) (B) (1)] requieren que las escuelas que combinan los fondos de la Educación Migrante necesitan:

- Consultar con los padres de los estudiantes migrantes u organizaciones representando a esos padres (o ambos);

- Indicar las necesidades identificadas de los estudiantes migrantes que resultan del estilo de la vida Migrante, y necesitan asegurar que estudiantes migrantes participen efectivamente en la escuela;
- Documentar que los servicios provistos han enfrentado esas necesidades.

IMPORTANTE: Padres migrantes y empleados deben saber cuáles escuelas son Schoolwide, y ser parte de los equipos de liderazgo y apoyo.

LOS COMPONENTES DE UN PROGRAMA SCHOOLWIDE

1. Completar una evaluación comprensiva de las necesidades de los estudiantes.

2. Desarrollar un plan académico comprensivo, con el apoyo del distrito y el envolucramiento de la comunidad.

3. Reformar/revisar todo el programa de aprendizaje y enseñanza, según los datos y el análisis de la evaluación comprensiva.

4. Usar estrategias efectivas para estudiantes que necesitan más atención, para que todos alcancen los estándares altos del estado y del distrito.

5. Incluir estrategias efectivas para conseguir el éxito académico de esos estudiantes que no han recibido suficiente apoyo educativo.

6. Detallar y evaluar los resultados del aprendizaje de todos los estudiantes, pero especialmente de los estudiantes más necesitados.

7. Proveer enseñanza por maestros bien preparados.

8. Proveer desarrollo profesional de maestros, ayudantes de salones, otros empleados de la escuela, administradores y padres de familia.

9. Ampliar el envolucramiento intensivo de los padres de los estudiantes.

10. **Ayudar a los estudiantes preescolares, a hacer la transición a kinder.**

11. **Incluir a los maestros en las decisiones sobre el asesoramiento y la evaluación del progreso de los estudiantes.**

12. **Proveer ayuda a tiempo para los estudiantes que no han podido alcanzar las normas altas.**

PASOS PARA FORMAR UN PROGRAMA SCHOOLWIDE

1. El distrito informa a la escuela que tiene la condiciones (nivel de bajos ingresos) para formar un Programa Schoolwide.

2. La escuela (maestros, empleados y padres) deciden formar un Programa Schoolwide.

3. La escuela establece un Equipo de Liderazgo Escolar, compuesto de representantes del distrito (el director, maestros, otros empleados, padres, estudiantes [escuelas secundarias] y representantes de la comunidad).

4. El Equipo de Liderazgo Escolar, en consultación con el distrito, escoge un equipo de apoyo escolar, proveedores de ayuda técnica.

5. El distrito entrega la aplicación de Intento de Operar Un Programa Schoolwide al Departamento de Educación de California.

6. El Equipo de Liderazgo Escolar, con la ayuda del distrito y los proveedores de ayuda técnica, comienza un proceso de planear, que incluye una auto-evaluación comprensiva de las necesidades de los estudiantes.

7. El Equipo de Liderazgo Escolar desarrolla un Plan de Schoolwide comprensivo, basado en los datos de la auto-evaluación; el plan recibe el apoyo y la ayuda del distrito, los padres, la comunidad, y los proveedores de ayuda técnica.

8. Después de haber recibido una orientación e información, la Mesa Directiva del Distrito Escolar (Mesa de Directiva Local) aprueba el plan del Programa Schoolwide.

9. El distrito entrega al Departamento de Educación de California una aplicación pidiendo la Autorización del Programa Schoolwide.

10. El Departamento de Educación de California manda una carta de Autorización para el Programa Schoolwide, al distrito y a la escuela.

11. El Programa Schoolwide comienza, cuando la escuela recibe la carta de Autorización.

12. La escuela recibe apoyo sostenido e intensivo, y trata de mejorar continuamente.

Activity 2
Actividad 2

Workshop Activity: Review of Schoolwide Information
Actividad del Cursillo: Repaso de Información sobre Schoolwide

Instructions: In small groups or individually, participants complete the Schoolwide Program information, writing the missing words or phrases in the spaces provided.

Instrucciones: En grupos pequeños o individualmente, los participantes escriben la información de Programas Schoolwide en los espacios, completando las palabras o frases que faltan.

Review Exercise: Schoolwide Programs

WHAT IS SCHOOLWIDE ?

- May combine most federal funds for education (including____________________) to provide services to all of the students at a school site.
- The Schoolwide program must be based on the needs of all students, but must target
  ____

WHY HAVE A SCHOOLWIDE PROGRAM?

The _________government is encouraging schools to develop a schoolwide program for the following reasons:

- Change the focus from compliance with federal rules to a focus on
  _______________________________.
- Eliminate the ________________that sometimes happens in schools by having everyone ________________on one plan for all students.
- Spend________________ in ways that most effectively raise the achievement of all the students at the school.
- Have a _____________program for students, not a fragmented one.

WHICH SCHOOLS ARE ELIGIBLE?

Schools must be identified as a participating Title I eligible schools by ______________________and

- At least 60% of children enrolled / residing in school area are from low income families (1995-1996).
- At least ________of children enrolled/residing in school area are low income (1996-1997).

HOW DOES A SCHOOL BECOME A SCHOOLWIDE PROGRAM?

- The school district determines that a school is eligible, based on_____________
- A school (____________________) decides that it want to become schoolwide (in consultation with school district).
- The school accepts help from outside (______________________) to do planning.

WHAT ARE THE STEPS TO BECOMING SCHOOLWIDE?

- School district sends a form to____________________________ stating which schools intend to become schoolwide.
- School, in consultation with district, selects a school support team/helper(s) to ____________________(leadership team).
- School, district, and support team/helpers begin ____________________and develop a plan for all students.
- Local ______________________approves plan.
- School sends Calif. Dept.. of Ed ____________________________, and certifications.
- California Department of Education sends______________________________ Letter to the district.
- ______________________________plan begins.
- The school______________________ and support team/helpers continue working to ensure that the plan works and is evaluated and changed to improve the school/program.

SERVING MIGRANT STUDENTS IN SCHOOLWIDE PROGRAMS

- While Migrant Education Program funds may be combined with other program funds in order to improve the program of instruction for the entire school, the law recognizes that ____even when migrant students participate in a schoolwide program.

- For this reason, the regulations (34 CFR 200.8(c)(3)(ii)(B)(1) require a school that __________________Migrant Education funds in a schoolwide program to:
- Consult with ___________________________or organizations representing the parents (or both);
- Address the_______________________ of migrant children that result from the effects of their migrant lifestyle or are needed to permit migrant children to participate effectively in school;
- and document that ____________________to address these needs have been provided.

IMPORTANT: Migrant parents and staff must know ________________________________and should be part of the school leadership teams and support teams/helpers.

COMPONENTS OF A SCHOOLWIDE PROGRAM

1. Complete a ______________________________needs assessment.

2. Develop a comprehensive school plan, with the support of the ______________and the involvement of the______________________ (stakeholders).

3. Reform/revise the____________ program for teaching and learning, according to data that was gathered and the analysis of the data from the comprehensive evaluation.

4. Use ________________strategies for students who need additional support, so that they can achieve the high standards established by the state and the district.

5. Include effective strategies for helping all students ________________________.

6. Disaggregate and ______________students' academic achievement results, especially for those students who are experiencing difficulty in achieving the district's standards.

7. Provide teaching by teachers who are ________________________.

8. Provide ______________________________for teachers, para-educators, other school employees, administrators, and parents.

9. ________________the intensive involvement of students' parents.

10. Help _____________students make the transition to Kindergarten.

11. Include teachers in _____________and _______________ decisions of students' progress.

12. Provide _______________________for those students who have not been able to achieve the high standards.

Ejercicio de Repaso: Programas Schoolwide

¿QUE ES "SCHOOLWIDE"?

- Combina casi todos los fondos federales para la educación (incluyendo, posiblemente, los fondos del Programa ____________________) para proveer servicios a __________los estudiantes en una escuela.

El programa "Schoolwide" debe ser basado en las necesidades de todos los estudiantes, pero el objetivo principal es de satisfacer las necesidades

____

¿POR QUE TENER UN PROGRAMA DE SCHOOLWIDE?

El gobierno ____________está animando a las escuelas elegibles a escoger un programa Schoolwide por las siguientes razones:

- cambiar el énfasis de prestar demasiada atención a reglas federales, hacia____
- eliminar el ____________que a veces ocurre en las escuelas, hacia la __________, con todos trabajando juntos en un plan para todos los estudiantes;
- usar ________________para elevar el logro y el éxito académico de todos los estudiantes en la escuela;
- tener un programa ___________, y no un programa fragmentado, para todos los estudiantes.

¿CUALES ESCUELAS SON ELEGIBLES?

Las escuelas deben ser identificadas como escuelas participantes del Título I por____________________ y:

- por lo menos el 60% de los estudiantes inscritos que están viviendo en el área de la escuela vienen de familias de bajos ingresos (1995-96).
- por lo menos el ________de los estudiantes inscritos que están viviendo en el área de la escuela vienen de familias de bajos ingresos. (1996-97).

¿COMO PUEDE UNA ESCUELA FORMAR UN PROGRAMA SCHOOLWIDE?

- El distrito escolar decide que una escuela es elegible, basado en________________
- Los ____________________________de una escuela deciden que desean formar un Programa Schoolwide (en consulta con el distrito escolar).
- La escuela solicita la ayuda técnica para__________________________

¿CUALES SON LOS PASOS PARA FORMAR UN PROGRAMA SCHOOLWIDE?

- El distrito escolar manda una notificación al ________________________indicando cuáles escuelas desean formar Programas Schoolwide.

- La escuela, el distrito, y equipos de apoyo/ayudantes comienzan el proceso de ________________________y desarrollo de un plan para todos los estudiantes.
- La____________________________ aprueba el plan.
- La escuela manda ____________________________(garantías, certificaciones) al Departamento de Educación del Estado de California.
- El Departamento de Educación manda cartas de _________________para el Programa Schoolwide al distrito.
- El ____________________________comienza.
- El equipo de ______________________y el equipo de apoyo/ayudantes siguen trabajando para asegurar que el programa funcione y sea evaluado y mejorado.

SIRVIENDO A ESTUDIANTES MIGRANTES EN EL PROGRAMA SCHOOLWIDE

Mientras que los fondos del Programa de Educación Migrante pueden ser combinados con los fondos de otros programas para mejorar el programa de aprendizaje de la escuela, la ley reconoce que ____

____

Por esta razón, los reglamentos [34 CFR 200.8 (c) (3) (ii) (B) (1)] requieren que las escuelas que _________________los fondos de la Educación Migrante necesitan:

- Consultar con los _________de los estudiantes migrantes u organizaciones representando a esos padres (o ambos);
- Indicar las ______________identificadas de los estudiantes migrantes que resultan del estilo de la vida migrante, y necesitan asegurar que estudiantes migrantes participen efectivamente en la escuela;
- Documentar que ______________________han enfrentado esas necesidades.

IMPORTANTE: Padres migrantes y los empleados deben saber
___________________________________y ser parte de los equipos de liderazgo y apoyo.

COMPONENTES DE UN PROGRAMA SCHOOLWIDE

1. Completar una _______________comprensiva de las necesidades de los estudiantes.
2. Desarrollar un plan académico comprensivo, con el apoyo _____________y el envolucramiento de __________________.
3. Reformar/revisar _________el programa de aprendizaje y enseñanza, según los ___________y el análisis de la ______________________________.
4. Usar estrategias _____________para los estudiantes que necesitan más atención, para que todos alcancen los _________________altos del estado y del distrito.
5. Incluir estrategias efectivas para conseguir el __________________de esos estudiantes que no han recibido suficiente apoyo educativo.
6. Detallar y _________________los resultados del aprendizaje de todos los estudiantes, pero especialmente, los estudiantes _________________________.
7. Proveer enseñanza por maestros _______________________________.
8. Proveer desarrollo __________________de maestros, ayudantes de salones, otros empleados de la escuela, administradores y padres de familia.
9. ____________________el envolucramiento intensivo de los padres de los estudiantes.
10. Ayudar a estudiantes __________________, a hacer la transición a kinder.
11. Incluir a los maestros en las decisiones sobre el ______________________y la evaluación del progreso de los estudiantes.
12. Proveer ______________________para los estudiantes que no han podido alcanzar las ______________________altas.

Activity 3
Actividad 3

1. Ask participants to form small groups to discuss what they learned from the video and Section II (today's materials/ activities) that will assist them with explaining Schoolwide to others. (Allow about 5 to 10 minutes discussion time.)

Pedir que los participantes formen grupos pequeños para conversar sobre lo que aprendieron del video y las presentaciones de hoy que les ayudará a explicar Schoolwide a otras personas. (Permitir 5 a 10 minutos para la conversación.)

2. Have a reporter from each small group report back to large group (whole audience). Record responses on large paper to the question: "What We Learned About Schoolwide?"

Pedir que un voluntario de cada grupo ofrezca un reporte de lo que dijo su grupo a todos los participantes. Apuntar las respuestas de cada voluntario en una hoja grande con la frase "Lo que aprendimos sobre Schoolwide."

3. If needed, prioritize which items are more important than others asking audience to help you by saying: What would you want to explain first, second, etc. on this list you made?

Si es necesario, preguntar y notar cuales ideas son mas importantes a explicar a otras personas.

Documentos Adicionales

Additional Materials

-SAMPLE AGENDA-

Professional Development:
Schoolwide Programs Information for Parents

Date: April 19, 1997

Location: Doubletree Inn Del Mar, San Diego, California

Time: 1:30 p.m. to 5:00 p.m.

Goals:
1. Participants share how they were able to use information from the first session.
2. Provide participants with an overview of Schoolwide.
3. Participants review and share knowledge on Schoolwide.

Agenda

1:30 p.m.	Welcome, Introductions and Review Agenda
Section I:	Participants share how they were able to use information from the first session.
1:40 p.m.	Homework Assignment from February 15, 1997 Small Group: Review and Discuss Preliminary Guidance Reading, pages 1-9.
1:55 p.m.	Total Group: Review questions from last session and answer them.
2:40 p.m.	Review February 15 Evaluations and Discuss how the suggestions will be used.
2:50 p.m.	**Break**

Section II **Provide participants with an overview of Schoolwide**

3:00 p.m. Presentation and Discussion:
1. What Parents and Staff need to know.
2. The Components of a Schoolwide Program
3. Steps to becoming Schoolwide

- Review Schoolwide Outline and Fill in the Information
- Questions and Answers based on Schoolwide Outline

Section III **Participants Review and Share Knowledge on Schoolwide**

3:45 p.m. View the Schoolwide Video
Discussion: What did you learn from the video and Section II presentation to assist you with explaining Schoolwide? (most important features/steps o of Schoolwide)

4:50 p.m. Large Group Evaluation, Reflections

5:00 p.m. Closure

-UN EJEMPLO DE UNA AGENDA-

Desarrollo Profesional
Programas Schoolwide Para Padres

Fecha: 19 de abril, 1997

Sitio: Doubletree Inn Del Mar, San Diego, California

Horas: 1:30 p.m a 5:00 p.m.

Metas:
1. Participantes comparten cómo pudieron usar la información del primer cursillo.
2. Proveer para participantes información sobre Programas Schoolwide.
3. Participantes repasan y comparten información sobre Programas Schoolwide.

Agenda

1:30 p.m.	Bienvenida, Introducciones, y Repaso de la Agenda
Sección I	***Participantes comparten cómo pudieron usar la información del primer cursillo***
1:40 p.m.	Tarea del primer cursillo, 15 de febrero, 1997 En grupos, repasar y conversar sobre "GUIA PRELIMINAR para el Programa de Educación Migrante" (páginas 1-9); y crear preguntas sobre lo que han leído.
1:55 p.m.	Grupo Entero: Repasar preguntas y respuestas.
2:40 p.m.	Repasar las Evaluaciones del cursillo del 15 de febrero y Conversar sobre cómo usar las sugerencias
2:50 p.m.	**Descanso**

Sección II. Proveer para participantes información sobre Programas Schoolwide

3:00 p.m. Presentación y conversación sobre:
1. Lo que necesitan saber los padres y los empleados de escuelas.
2. Los componentes de un Programa Schoolwide
3.Pasos para convertirse a Schoolwide

- Repasar el ejercicio sobre Schoolwide, llenar la información en los espacios vacíos
- Preguntas y respuestas sobre el ejercicio de Schoolwide

Sección III. Participantes repasan y comparten información de Schoolwide

3:45 p.m. Ver el Vídeo sobre los Programas Schoolwide
Conversación: ¿Qué aprendieron del vídeo y de ***Sección II*** que te ayudará a explicar el Programa Schoolwide? (los pasos/asuntos de Programas Schoolwide que son más importantes)

4:50 p.m. Conclusión, Evaluación, Reflexión

5:00 p.m. Closura

Ejemplo/Sample

Sumario de resultados de evaluaciones/información de padres y Fechas para hablar sobre estos temas

Summary of Evaluation Results/Feedback from Parents and Dates to discuss these topics

Quiero Saber Más **I want to know more about**	***Fechas para este tema/*** **Dates this topic will be covered**
Derechos de Padres en Schoolwide Parents' rights in Schoolwide	6/21/97
Cómo dar instrucción en Schoolwide How to provide instruction on Schoolwide	4/19, 5/17, 6/21
Más información en S4 More information about S4	6/21/97
Negociar con personal Negotiating with school staff	6/21/97
Implicaciones de las leyes para los estudiantes (pro/con) Implications of the law (IASA) for students (pro/con)	4/19, 5/17, 6/21
Cómo funcionan los SACs con Schoolwide How School Advisory Councils function in Schoolwide	6/21/97
Padres Migrantes y Programas Schoolwide Migrant Parents and Schoolwide Programs	6/21/97

WestEd

Schoolwide Reform: A New Outlook is a planning and resource guide designed for educators who are engaged in developing schoolwide programs under Title I of Improving America's Schools Act of 1994 (IASA). The guide provides an overview of the schoolwide program concept and specifications of the legislation. It outlines a planning process for designing effective schoolwide programs. This section of the guide includes extensive information, tools and activities on how to conduct a comprehensive needs assessment. Specific strategies to consider are described as well as profiles of effective schoolwide programs. The guide also contains extensive resource materials to support any planning effort. While the guide was developed to assist educators who are working with Title I schools, the process and strategies described can easily be adapted to educational programs of all types.

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El producto, *"Schoolwide Reform: A New Outlook"*, es un guía para educadores que están planeando y desarrollando un programa Schoolwide bajo Título I de IASA. El guía provee información sobre el concepto y la legislación del Programa Schoolwide. También, se ofrece in el guía muchas ideas específicas y ejemplos de escuelas que han implementado Programas Schoolwide. Hay muchos materiales para apoyar a escuelas en planear y crear un programa de reforma educativa.

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The man who thinks he can *

If you think you are beaten, you are;
if you think that you dare not, you don't;
if you'd like to win, but you think you can't,
it's almost a cinch you won't.

If you think you'll lose, you've lost,
for out in the world you'll find
success begins with a fellow's will,
it's all in the state of mind.

Full many a race is lost
before even a step is run,
and many a coward falls
before even his work's began.

Think high and yours deeds will grow,
think low and you'll fall behind.
think that you can and you will,
it's all in the state of mind.

If you think you're outclassed, you are;
you have to think high to rise,
you have to be sure of yourself
before you can win a prize.

Life's battles don't always go
to the stronger or faster man,
but sooner or later the man who wins,
is the one who thinks he can.

Napoleon Hill

If you worry about what might BE, and wonder what might HAVE BEEN, you will ever know what IS.

Anonymous

If you have made yourself important, take notice that you're not so important.

Anonymous

El éxito comienza con la voluntad

Si piensas que estás vencido, lo estás;
si piensas que no te atreverás, no lo harás;
si piensas que te gustaría ganar, pero que no puedes,
es casi seguro que no lo lograrás.

Si piensas que vas a perder, ya has perdido,
porque en el mundo encontrarás
que el éxito empieza con la voluntad,
todo está en el estado mental.

Muchas carreras se han perdido
antes de haberse corrido,
y muchos cobardes han fracasado
antes de haber su trabajo empezado.

Piensa en grande y tus hechos crecerán,
piensa en pequeño y quedarás atrás,
piensa que puedes y podrás,
todo está en el estado mental.

Si piensas que estás aventajado, lo estás;
tienes que pensar bien para elevarte,
tienes que estar seguro de ti mismo,
antes de ganar un premio.

La batalla de la vida no siempre la gana
el hombre más fuerte o el más ligero,
porque tarde o temprano, el hombre que gana,
es aquel que cree poder hacerlo.

Napoleón Hill

Si te preocupas por lo que podría SER y divagas en lo que podría HABER SIDO, nunca sabrás lo que ES.

Anónimo

Si tú te has hecho importante, observa que no eres tan importante.

Anónimo

NOTAS-SECCION II
NOTES-SECTION II

Evaluación/Evaluation

- Aprendí
  I Learned

- Quiero saber más sobre.....
  I want to learn more about.....

- Este cursillo fue.....
  This workshop was.....

- Opinión: Favor de Escoger/Rodear Uno
  Opinion: Please Select/Circle One

Excelente Excellent	Muy Bueno Very Good	Regular Average	Calidad Baja/ Poor Quality

GUIÓN PARA SECCION 2 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE / SCRIPT TO SECTION 2 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECCION 2: APRENDER MAS / SECTION 2: LEARNING MORE!

DOCUMENTOS/ **DOCUMENTS;** ***ACTIVIDADES/*** **ACTIVITIES**	**TIPS FOR THE FACILITATORS**	***SUGERENCIAS PARA LOS PRESENTADORES***
La Agenda / **Agenda**	• Ask participants to review agenda; explain your goals	• Repasar su agenda del cursillo con los participantes; Explicar las metas
Repaso sobre Schoolwide / Overview of Schoolwide • **Actividad 1:** *Tarea: Repasar la información del primer cursillo (Sección 1) y responder a preguntas /* **Activity 1:** Homework: Review Information from Section 1 and respond to questions • *Resumen de los resultados de la evaluación del primer cursillo (Sección 1) /* Summary of Evaluation Results: Share findings from Session 1	• Complete this activity in three parts: 1. Have participants share/ brainstorm in small groups what they leaned from reading the USDE guidance on SCHOLWIDE PROGRAMS (written in English only) or what they heard from the workshop(s) so far. 2. Ask group to select a reporter to share two or three ideas 3. Respond to any remaining questions. • Review with the entire audience the evaluation results from the last session. Ask them to write down any other workshop dates you will be offering them. (See sample in the additional documents of this section of called "Summary and Evaluation of Results / Feedback from Parents.")	• Completar esta actividad en tres etapas: 1. *Pedir que los participantes comparten/hagan una lista en grupos lo que aprendieron del «USDE guidance; SCHOOLWIDE PROGRAMS» o de lo que escucharon hasta hoy en el cursillo* 2. Pedir que cada grupo elige alguien para reportar dos o tres ideas 3. Responder a preguntas • Repasar con todos los participantes el "sumario de evaluaciones" del último cursillo. Mencionar las siguientes fechas para los cursillos. (Ver el ejemplo en esta sección de la guía nombrada *"Sumario de resultados de evaluaciones / información de padres y Fechas para hablar sobre estos temas")*
Presentación y conversación sobre Programas Schoolwide / Presentation and Discussion of Schoolwide Programs • *Información sobre los <<Programas Schoolwide>> para padres: un folleto /* Schoolwide Program Overview for Parents: a brochure	• Pass out a copy of the brochure for everyone. Suggest to the participants that they read, photocopy and distribute the brochure for all parents at their school.	• Repartir copias del folleto para todos. Sugerir que los participantes lean, fotocopien y distribuyen el folleto a todos los padres de su escuela.

• *Programas Schoolwide: Lo que necesitan saber los padres y empleados de las escuelas /* Schoolwide Programs: What Parents and Staff Need to Know	• Make overhead transparencies of this section. Use overhead transparency projector for presenting 1. Explain to participants that you will be sharing key ideas about Schoolwide Programs through a presentation using overheads. Ask them to take notes and write down questions while you present "What Parents and Staff Need to Know" using overhead projector. 2. Explain some of the most important ideas. Discuss, clarify and answer questions from the audience.	• Hacer transparencias de esta sección. Usar el proyector de transparencias para presentar. 1. Explicar a los participantes que Ud. compartirá asuntos importantes sobre Programas Schoolwide. Pedir que los participantes tomen apuntes mientras que Ud. presentará "*Programas Schoolwide: Lo que necesitan saber los padres y empleados de las escuelas.*" 2. Explicar unos de los ideas más importantes. Clarificar y responder a preguntas de los participantes.
• *Los componentes de un programa Schoolwide /* Components of a Schoolwide Program	• Repeat process above, but present this time on "Components of a Schoolwide Program."	• Repetir el proceso descrito arriba. Presentar ahora "*Los componentes de un programa Schoolwide.*"
• *Los pasos para formar un programa Schoolwide /* Steps to Becoming a Schoolwide Program	• Repeat process above, but present this time on "Steps to Becoming a Schoolwide Program"	• Repetir el proceso descrito arriba. Presentar ahora "*Los pasos para formar un programa Schoolwide.*"
• **Actividad 2:** *Ejercicio de repaso sobre Schoolwide (Repaso de Información) /* **Activity 2:** Schoolwide Information Outline (Review of Schoolwide Information)	• Provide participants each with a copy of "Review Exercise: Schoolwide Programs" 1. Tell the audience to work in small groups to fill in the answers. Explain that they can use all the information in their folder or binders. 2. Tell groups that they should correct their answers based on what they are about to hear. 3. Ask volunteers to provide the correct answers and correct if necessary.	• Fotocopiar y distribuir una copia del "*Repaso de Información*" para cada persona. 1. Decir a los participantes que trabajen en grupos pequeños para buscar las respuestas para esta forma. 2. Explicar a los grupos que deben corregir sus repuestas basado en lo que oyerán pronto. 3. Pedir voluntarios para responder a cada pregunta y corregir si sea necesario.

Revisar y Compatir Conocimiento de Schoolwide • ***Actividad 3:** Video sobre Schoolwide: Ver el video, y conversar sobre el video* / **Activity 3:** Schoolwide Video: View and respond to video • ***Resumen y Evaluación*** / Wrap Up and Evaluation	• Ask participants to form small groups to discuss what they learned from video and Section II (today's materials/ activities) that will assist them with explaining Schoolwide to others. (Allow about 5 to 10 minutes discussion time.) • Have a reporter from each small group report back to large group (whole audience). Record responses on large paper to the question: "What We Learned About Schoolwide?" • If needed, prioritize which items are more important than others asking audience to help you by saying: What would you want to explain first, second, etc. on this list you made? • As part of group evaluation process ask participants to generate questions that will be addressed next time at Session 3.	• Pedir que los participantes formen grupos pequeños para conversar sobre lo que aprendieron del vídeo y las presentaciones de hoy que les ayudará a explicar Schoolwide a otras personas. (Permitir 5 a 10 minutos para la conversación.) • Pedir que un voluntario de cada grupo ofrezca un reporte de lo que dijo su grupo a todos los participantes. Apuntar las respuestas de cada voluntario en una hoja grande con la frase "Lo que aprendimos sobre Schoolwide." • Si es necesario, preguntar y notar cuales ideas son mas importantes a explicar a otras personas. • Como parte de la evaluación, pedir que los participantes ofrezcan preguntas para responder durante el próximo cursillo.

Documentos Adicionales para Sección 2 / Additional Materials for Section 2

- *Otros ejemplos de agendas* / More sample agendas
- *Ejemplo de un sumario de unas evaluaciones* / An example of a summary of evaluation results
- *Formas para ordenar el guía y el video sobre Schoolwide (Schoolwide Reform: A New Oulook, publicado por WestEd)* / Ordering Form for Schoolwide Guide and Video (*Schoolwide Reform:A New Outlook*, WestEd)
- *Reflexiones* / Reflections
- *Hoja para apuntes* / Paper for notes on section 2
- *Otra forma para la evaluación del cursillo (otro ejemplo)* / Evaluation Form (another sample)
- *Guión para sección 2* / Script for section 2

SECCION 3:
JUNTARLO TODO

- repaso y compartir de conocimiento
- información adicional
- necesidades particulares
- el S4 y la capacitación de padres

SECTION 3:
PUTTING IT ALL TOGETHER!

- Review and Knowledge Sharing
- Additional Information
- Special Needs
- S4 and Parent Training Coordination

Activity 1:

Drawing/visualizing Schoolwide Features and Elements

Actividad 1:

Dibujando/pensando en las características y los elementos de Schoolwide

- **Divide participants into teams/groups, provide copies of the "Schoolwide Review" form, and assign each group a section of the "Schoolwide Review" form.** ***Se ponen los participantes en grupos pequeños, reciben copias de la forma "Repaso de Schoolwide", y se le asigna a cada grupo una sección de "Repaso de Schoolwide".***

- **Pass out large white chart paper pages, colored markers.** ***Participantes reciben hojas grandes de papel blanco y plumones de colores.***

- **Groups decide on how to present their information to the total group, in a visual form, and draw their interpretation of their assigned section. The drawing is then taped to the wall of the room.** ***Cada grupo decide cómo presentar su información al grupo entero, en una forma visual, y los miembros de cada grupo dibujan su interpretación de su sección. Se pone el dibujo en la pared del cuarto.***

- **In the order provided on the Schoolwide Review form, groups present their drawings, explaining what they have done and why.** ***En orden, cada grupo presenta su propio dibujo al grupo entero, dando una explicación de lo que han hecho y por qué.***

- **Facilitator/presenter brings closure to the activity.** ***La persona encargada de la sesión provee una conclusión de la actividad.***

SCHOOLWIDE REVIEW

School_______________ District________________ County_______

I. **Background Information:**

(Student Populations)

____American Indian ____GATE ____Homeless ____LEP

____Migrant ____Special Education ____Other_________

____Other__________ ____Other_____________

Total Number of Students (ADA)_____

Grade Span of School (e.g., K-6, 7-8, 9-12, etc.)____

Poverty Level(%)_______

II. **Schoolwide Process and Features:**

1. **Stakeholders (***teachers, administrators, parents, support staff, students (secondary), community members, etc. are included in the planning and implementation of schoolwide(e.g., members of leadership team, etc.).*:

2. **a. Technical Assistance** *(Technical assistance provider(s) were from* ***outside*** *of the school and included information/orientation about all students(migrant LEP, homeless, etc.):*

b. School Boards *(were provided an orientation on schoolwide, including meeting the needs of target populations; regulations and laws pertaining to schoolwide; the components that must be included in a schoolwide plan, etc. This orientation was provided* ***before*** *the board read and approved the plan.)*

3. **Planning Time** *(School leadership team was provided enough time for planning. Meetings held at times when parents/staff could attend. Support services(e.g., transportation, child care, etc.) were provided, etc.)* ***Recommend a minimum of one year of planning.***

4. **Comprehensive Needs Assessment***(Students' strengths and needs (academic / support service needs) were addressed as part of the needs assessment process in relationship to district standards. Multiple assessment processes and tools were used to identify students needs' (e.g., performance based test, attendance, mobility patterns, health and social service needs that interfere with schooling, etc.):*

5. **The Plan** *(Is comprehensive, built on the needs assessment and provides research based programs and strategies, services, and programs that will assist students to participate effectively in school and meet or exceed the standards; addresses how the school will determine if those needs are met, etc.). There are processes/activities in the plan to insure that students who experience difficulty mastering any of the standards are provided effective, timely additional assistance, etc.)*

6. **Professional Development***(The plan includes professional development activities that address the needs of all students. These activities are on going and based on assessment of staff needs in relationship to how students will succeed in school, etc.) and are directly linked to instructional plan:*

7. **Parental Involvement** *(The plan includes strategies to increase parental involvement in the academic success of their children (e.g. family literacy services, parenting workshops, etc.). These activities are ongoing, held at times and places convenient for parents, translation is provided (if needed), transportation and child care is easily accessed, etc.):*

8. **Articulation Between Schools, Grade Levels, Service Providers** *(The plan includes ongoing activities/processes that insure that at all levels information is being shared so that new strategies, resources will be put in place to insure successful transition for students from one grade level to the next, this includes strategies for assisting preschool age children in the transition from early childhood programs to schoolwide programs, etc.):*

9. **Monitoring and Evaluation** *(The plan includes an ongoing monitoring and evaluation process to insure that the instructional strategies, professional development activities, etc. are contributing to the success of all students in school. The plan addresses how the school will proved individual student assessment results on students, including an interpretation of those results to parents, etc.)*

This plan is ________Complete

________Needs Revisions in ______________________________.

________Needs Complete Rewrite

I. Repaso de Schoolwide

Escuela_________________ **Distrito**________________ **Condado**__________

I. **Información de la escuela:**
Población Estudiantil

_____Indios Americanos _____Estudiantes Dotados (GATE)

_____Estudiantes sin Hogares _____Estudiantes Limitados en Inglés

_____Estudiantes Migrantes _____Estudiantes en Educación Especial

_____Otros _____Otros _____Otros

Número Total: ______

Grados en la escuela (por ejemplo, K-6, 7-8, 9-12, etc.)_____

Estudiantes de familias de bajos ingresos (%)_____

II. **Proceso de Schoolwide y Detalles:**

1. Personas Interesadas en la Escuela ("Stakeholders"): Maestros, Administradores, Padres de Familia, Ayudantes, Estudiantes (escuelas secundarias), Miembros de la Comunidad, etc. han sido incluídos en la planificación e implementación del Programa Schoolwide:

2. a. Ayuda Técnica: Los proveedores de la ayuda técnica vinieron de afuera de la escuela, e incluyeron información sobre todos los estudiantes - estudiantes migrantes, estudiantes Limitados en Inglés, estudiantes sin hogares, etc.

b. Mesa Directiva: Los miembros de la mesa directiva recibieron una orientación sobre el Programa Schoolwide, lo cual incluyó información sobre: cómo ayudar a los estudiantes más necesitados; los reglamentos y requisitos de IASA (El Acta de Mejorar las Escuelas de América y el Programa Schoolwide; los componentes que se tienen que incluir en el plan de Schoolwide, etc. Esta orientación se hizo **antes** de que los miembros de la mesa directiva leyeron y aprobaron el plan.

3. Tiempo para planear: El Equipo de Liderazgo tuvo suficiente tiempo para planear. Las juntas tomaron lugar cuando padres y personal de la escuela pudieron asistir. Se ofrecieron servicios de apoyo (por ejemplo, transportación, cuidado de niños, etc.). **Se recomiende, por lo mínimo, un año para planear.**

4. Asesoramiento Comprensivo de Necesidades: Las habilidades y necesidades de los estudiantes fueron estudiados como parte del proceso de asesoramiento, y se estudiaron estas necesidades en relación con las normas del distrito. Se usaron muchos procesos y maneras de asesorar para identificar las necesidades de los estudiantes (por ejemplo, el porcentaje de estudiantes ausentes de la escuela, las necesidades de los estudiantes en cuanto a salud y servicios sociales, o cualquiera necesidad que causa un impacto negativo en la vida escolar de los estudiantes).

5. El Plan: Es comprensivo, es basado en el asesoramiento de las necesidades de los estudiantes, y ofrece programas, servicios, y estrategias basados en estudios, que ayudarán a los estudiantes a participar activamente en la escuela y alcanzar o superar las normas establecidas por el distrito, incluye los métodos que la escuela usará para saber si está cumpliendo con las necesidades de los estudiantes, etc. Hay procesos para asegurar que hay ayuda, ofrecida a tiempo, para esos estudiantes que no están alcanzando las normas.

6. Capacitación Profesional: El plan incluye actividades para la capacitación profesional de los maestros, y se enfoca en las necesidades de los estudiantes. Estas actividades: 1) toman lugar a largo plazo, 2) están basadas en el asesoramiento de las necesidades del personal según lo que necesitan los estudiantes para poder tener éxito escolar, 3) están relacionadas con el plan de estudios.

7. El Envolucramiento de los Padres El plan incluye estrategias para ampliar el envolucramiento de padres en el éxito escolar de sus niños, por ejemplo, por medio de ofrecer entrenamiento en la lectura familiar, cursillos para padres y madres, etc. Estas actividades tomarán lugar a largo plazo, y se van a ofrecer a tiempos y en lugares que son convenientes para padres, habrán traducciones, y si es necesario, hay transportación y cuidado de niños.

8. Comunicación entre escuelas, niveles de grados, proveedores de servicios El plan incluye actividades que van a tomar lugar a largo plazo, para asegurar que entre todos los niveles escolares, se comparte información, y haya un sistema de ayudar a los estudiantes a tener éxito cuando hacen la transición de un nivel a otro. Esto incluye estrategias para ayudar a niños a hacer la transición de programas pre-escolares a kinder, cuando comienzan en la escuela regular y el programa Schoolwide.

9. Evaluación El plan incluye un proceso de evaluar si las estrategias de enseñanza, capacitación profesional, etc. contribuyen al éxito de los estudiantes en la escuela. El plan contiene información de cómo los maestros van a proveer información para los padres, sobre el progreso académico de sus hijos, incluyendo una interpretación de los resultados para padres, etc.

Este plan es: ____________**Completo**
Necesita cambiar____________
____________**Necesita cambiar completamente.**

Activity 2: Special Needs Students in Schoolwide Programs
Actividad 2: Como un Programa Schoolwide ayudará a los alumnos con necesidades particulares

Review information on a special needs student group(s) such as Migrant, Native American / Indian, LEP, etc. Ask the participants to form small groups. Assign a student type to each small group.

Small groups should ...
1. Be provided written information on each group and/or
2. Brainstorm strengths/areas of needs for their student type
3. Discuss where these students fit in drawing from Activity 1
- After small groups are finished, ask a reporter from each group to describe strengths and needs of their student type. Volunteer should draw students into Activity 1 existing display/picture.

Repasar información de los alumnos con necesidades particulares, como Estudiantes Migrantes, Indios Americanos, o estudiantes limitados en inglés. Pedir que los participantes se formen en grupos pequeños y asignar un tipo de estudiante para cada grupo de participantes.

Los grupos deben ...
1. *recibir información sobre su tipo de estudiante*
2. *pensar en las capacidades y necesidades de su tipo de estudiante*
3. *hablar sobre como son relacionados estos niños dentro del dibujo de la primera actividad*
- *Después de terminar, se debe pedir que cada grupo elige un reportero para describir las capacidades y necesidades de ese tipo de estudiante. Incluir estos niños en el dibujo.*

Activity 3: Schoolwide Schools in Your Community

1. Distribute a statewide list of Schoolwide Schools/Districts
2. Have participants find schools on the list in their Districts

Actividad 3: Escuelas Schoolwide en su comunidad

1. Distribuir la lista de distritos escolares y escuelas participando en Schoolwide
2. Pedir que los participantes encuentren las escuelas Schoolwide de su distrito escolar

Documentos Adicionales

Additional Materials

-SAMPLE AGENDA-

IASA/SCHOOLWIDE PROFESSIONAL DEVELOPMENT FOR PARENTS

Date: May 17, 1997
Site: Sacramento, California
Time: 1:30- 5:00 p.m.

Purpose:

1. Review April 19, 1997 questions and the introduction of Schoolwide via homework and outline.
2. Provide participants with more detailed information on Schoolwide.
3. Provide participants with information on Schoolwide that addresses the needs of migrant students.
4. Review S4 and parent training coordination.

Agenda

1:30 p.m.	Welcome, Introductions and Review Agenda and Reflections
Section I	***Review April 19, 1997 questions and the introduction of Schoolwide via homework and outline.***
1:40 p.m.	Total Group- Distribute questions and responses on Schoolwide, from April 19, 1997 session. Discuss process for developing additional questions for this session (end of day brainstorming).
1:50 p.m.	Small Group- Review Outline on Schoolwide and answer questions based on homework assignment and information folders from past sessions.
2:10 p.m.	Total Group- Share answers on Outline on Schoolwide..
Section II	***Provide participants with more detailed information on Schoolwide***
2:30 p.m.	Total Group- Review with Facilitator the General Information/Check List on Schoolwide

2:45 p.m.	***Break***
3:00 p.m.	Small Group- Prepare an "Activity Drawing" and Written Description, based on the General Information/Checklist on Schoolwide.
3:20 p.m.	Total Group- Each group shares their Activity Drawing and Written Description.
Section III	***Provide participants with information on Schoolwide that addresses the needs of migrant students***
4:00 p.m.	Total Group- Review with Facilitators the Activity Drawings and discuss/ show how Migrant Education and Migrant families are part of the Schoolwide process.
4:20 p.m.	Provide Handout on Migrant Education and Schoolwide (national study)
Section IV	***Review S4 and parent training coordination***
4:30 p.m.	Total Group- Review list of Schoolwide Program districts/schools and find schools/districts in participants' regions.
4:50 p.m.	Conclusion, Evaluation and Reflection
5:00 p.m.	Exit

-UN EJEMPLO DE UNA AGENDA-

IASA/SCHOOLWIDE
CAPACITACION PROFESIONAL
PARA PADRES

Fecha:	17 de mayo, 1997
Sitio:	Sacramento, California
Horas:	1:30- 5:00 p.m.

Propósito: 1. Repasar las preguntas del entrenamiento del 19 de abril, 1997 y la introducción a Schoolwide por medio de la tarea y el ejercicio de repaso.
2. Proveer para los participantes información más detallada sobre Schoolwide.
3. Proveer para los participantes información sobre Schoolwide que trata de las necesidades de los estudiantes migrantes.
4. Repasar la coordinación entre S4 y la capacitación de los padres.

Agenda

1:30 p.m. Bienvenida, Introducciones, y Repaso de la Agenda y Reflexiones

Sección I. Repaso de las preguntas del 19 de abril, e introducción de Schoolwide por medio de la tarea y el ejercicio de repaso.

1:40 p.m. Grupo Entero: Distribuir preguntas y respuestas de Schoolwide de la sesión del 19 de abril
Discusión de un proceso para desarrollar más preguntas durante esta sesión (pensamientos al fin del día)

1:50 p.m. Grupos pequeños: Repasar el ejercicio de repaso sobre Schoolwide, y responder a preguntas basadas en la tarea e información de las otras sesiones.

2:10 p.m. Grupo entero: Compartir respuestas para el ejercicio de repaso.

Sección II. Proveer para participantes más información sobre Schoolwide

2:30 p.m. Grupo entero- Repasar con un guía la Información General de Schoolwide.

2:45 p.m. Descanso

3:00 p.m.	Grupos pequeños: Preparar un "Dibujo de Actividades" y una "Descripción Escrita" que están basados en la Información General de Schoolwide.
3:20 p.m.	Grupo entero: Cada grupo comparte su Dibujo de Actividades y la Descripción Escrita
Sección III	**Proveer para participantes información de Schoolwide que trata de las necesidades de los estudiantes migrantes**
4:00 p.m.	Grupo entero: Repasar con un guía los Dibujos y Hablar/Enseñar cómo el Programa Migrante y familias migrantes son parte del proceso de Schoolwide
4:20 p.m.	Proveer un documento sobre la Educación Migrante y Schoolwide
Sección IV	**Repasar S4 y la Coordinación con la Capacitación de Padres**
	Grupo entero: Repasar la lista de distritos/escuelas y encontrar las escuelas en las regiones de los participantes.
4:50 p.m.	Conclusión, Evaluación y Reflexión
5:00	Salida

-SAMPLE QUESTIONS & ANSWERS-

Some questions asked by migrant parents & answers provided by facilitators

1. If Migrant Education funds are kept separate from Schoolwide Programs, how will services to migrant students be affected?

The services to migrant students should not be affected if Schoolwide plans are written well and address the needs of migrant students.

2. What is the difference in the way plans are written now and how Schoolwide plans are written?

There are several major differences in the way federal programs/plans are now written and how schoolwide plans ***should be*** *written. The law requires that if a school wants to go schoolwide it must be more accountable in more areas than other plans-such as assessing the needs of all students; parents and community involvement; professional development, etc. Schoolwide plans are supposed to be designed to be school-based and flexible.*

3. If students are not part of a program, what parts of Schoolwide do they benefit from in the plan?

A Schoolwide program is supposed to identify and address the needs of ***all students*** *in a school. If the funds are not combined (e.g. monies for Special Education), the needs of all these students must still be identified and addressed in the Schoolwide plan.*

4. Who is responsible for implementing "parent compacts"? How are they implemented?

A parent compact is an agreement between the student, teacher and parents. It outlines what each will do to support student learning. It is the responsibility of all three to make it work. It is the responsibility of the school to introduce it to the parents.

5. Are Migrant Education monies required to be combined in Schoolwide?

No, it is not required by law to combine Migrant funds into Schoolwide. Some school leadership teams decide via their plan to combine the funds and others have decided not to combine the funds.

6. What is the real importance of Schoolwide?

If a Schoolwide plan is written and implemented well, it will address the needs of ***all*** *students (including Migrant students).*

7. What happens if the 1251 schools that are currently Schoolwide do not follow the federal law?

If schools that are Schoolwide do not follow the law this will be reported to the local school board, the California Department of Education and the Federal Government. These schools will be expected to make corrections.

8. If parents are not happy with a Schoolwide program, what happens?

Parents should first work with the school and district to resolve the problem and change the plan. If this does not help, parents have the right to prepare and send a formal complaint to the district, to the state and if all else fails- to the federal government.

9. What guarantee do parents have that Schoolwide is better?

What makes a Schoolwide program good is staff, parents, community and students (secondary) working together to identify the needs of all students (including migrant students) and building a plan that addresses ***all*** *students.*

10. Does every school have a Schoolwide program?

No, but approximately 50% of the schools in California are eligible to become Schoolwide.

11. Is it possible to have extended day instruction as part of a Schoolwide program?

Yes, it is possible. In fact, IASA encourages extended day and year instruction.

12. Is it possible to use Migrant Education monies in Schoolwide?

Yes, Migrant Education monies may be combined, but only if the Schoolwide process/plan reflects that migrant parents and/or migrant staff or both have been involved in the planning process and that migrant students' needs are addressed in the plan.

13. What happens to the monies that are not spent in Schoolwide?

If Migrant Education monies are not spent by the end of the year in a Schoolwide program, the monies will be returned to the California Department of Education *and will be used for Migrant Education activities. All non-Migrant Education programs also have their own rules concerning monies not spent in a Schoolwide program.*

14. How many schools will be checked by the Coordinated Compliance Review (CCR) Unit each month?

Approximately 25% of the school districts in California have some of their schools receive a CCR each year. Since many CCRs may be done in some months and less done in other months, it is difficult to give an exact number for each month.

15. How will parents know what is in the Schoolwide plan?

Parents are supposed to be involved in planning, implementing and monitoring the plans. The plans are "public documents." Parent may request to see the plans.

16. Why doesn't the state Title I Director review the plans and the participation of parents with the plans?

By law, the local school board reviews and approves the Schoolwide plans. These plans are not sent to the California Department of Education for review. The Title I office does have a staff member review what the districts send in that explains the process (including how parents were involved). If there are any questions, they call the districts. The Migrant Education Directors are also given reports by the CDE Migrant Education Office.

17. When can Migrant Education monies be used in a Schoolwide program?

Migrant monies should only be used for a Schoolwide Program when the plan has been written with migrant parent involvement and/or organizations representing migrant parents (Migrant Ed. staff) or both; it addresses the needs of migrant students and is signed-off by a migrant parent and a Migrant Education Director or Designee; and the local school board approves the plan and CDE approves the process used by the school to write the plan.

18. Is it possible to be assured that teachers will be better prepared in a Schoolwide program?

As part of a Schoolwide plan, teachers are supposed to receive professional development that is ongoing and is linked to meeting the needs of all students (including migrant students). It is expected that because teachers are involved in the planning and implementation of a Schoolwide program and that they receive technical assistance, that they will be better prepared.

-UN EJEMPLO DE PREGUNTAS Y RESPUESTAS-

Unas preguntas por padres migratorios y las respuestas de los presentadores

1. ¿Si los fondos de Educación Migratoria se mantienen separados de los programas de Schoolwide, cómo serán afectados los servicios a los niños migratorios?

Los servicios a los niños migratorios no deberán ser afectados ***si*** *los planes de Schoolwide son escritos correctamente y son dirigidos a las necesidades de los niños migratorios.*

2. ¿Cuál es la diferencia entre la forma en que los planes están escritos ahora y en la forma como los planes de Schoolwide son escritos?

Hay varias diferencias en la forma en que los programas/planes federales son escritos en la actualidad y en cómo los planes de schoolwide ***deben ser*** *escritos. La ley requiere que si una escuela quiere ser parte de Schoolwide, deberá tener responsabilidad en más áreas que en otros planes- tales como evaluar las necesidades de todos los estudiantes; la participación de los padres y la comunidad; el desarrollo profesional, etc. Los planes de Schoolwide deben ser diseñados a ser flexibles y basados en la escuela.*

3. ¿Si algunos estudiantes no son parte de ningún programa, cuáles partes del plan de Schoolwide les beneficia?

Un plan de Schoolwide debe de identificar y dirijirse a las necesidades de ***todos los estudiantes*** *en una escuela. Si los fondos no son combinados (e.g. dinero para Educación Especial), las necesidades de estos estudiantes todavía deberán ser identificadas y respondidas bajo el plan de Schoolwide.*

4. ¿Quién es responsable por la implementación de "parent compacts"? ¿Como son implementados?

Un "parent compact" es un acuerdo entre el estudiante, el maestro y los padres. Indica lo que cada uno debe hacer para apoyar el aprendizaje del estudiante. Es la responsabilidad de los tres a fin de que funcione bien. Es la responsabilidad de la escuela de introducirlo a los padres.

5. ¿Es requerido que el dinero de Educación Migratoria sea combinado con Schoolwide?

No, la ley no requiere que los fondos Migrantes sean combinados con Schoolwide. Algunos grupos de liderazgo deciden por medio de su plan combinar fondos y otros han decidido no combinar los fondos.

6. ¿Cuál es la verdadera importancia de Schoolwide?

Si un plan de Schoolwide es correctamente escrito e implementado, cumplirá con las necesidades de todos los estudiantes (incluyendo estudiantes Migratorios).

7. ¿Qué pasa si las 1251 escuelas que ya son parte de Schoolwide no siguen la ley federal?

Si las escuelas que son parte de Schoolwide no siguen la ley, serán reportadas a la mesa directiva local, al Departamento de Educación de California y al Gobierno Federal. Estas escuelas tienen que hacer las correcciones necesarias.

8. ¿Si los padres no están contentos con un programa Schoolwide, qué pasa?

Los padres deben de trabajar con la escuela y el distrito para resolver el problema y cambiar el plan. Si esto no ayuda, los padres tienen el derecho de preparar y mandar una queja formal al distrito, al estado y si es necesario al gobierno federal.

9. ¿ Qué garantía tienen los padres de que Schoolwide es mejor?

Lo que hace a un programa Schoolwide bueno son el consejo administrativo, la comunidad y los estudiantes (secundarios) trabajando juntos para identificar las necesidades do todos los estudiantes (incluyendo estudiantes migratorios) y construyendo un plan para cumplir con las necesidades de todos los estudiantes.

10. ¿Tienen todas las escuelas un programa Schoolwide?

No, pero aproximadamente 50% de las escuelas en California son elegibles para convertirse en Schoolwide.

11. ¿Es posible tener tiempo extendido como parte del programa Schoolwide?

Si es posible. En actualidad, IASA apoya que los días y el año de instrucción sean extendidos.

12. ¿Es posible usar dinero de Educación Migratoria en Schoolwide?

Sí el dinero de Educación Migratoria puede ser combinado, pero solamente si el proceso/plan de Schoolwide refleja que los padres migratorios y/o el consejo *administrativo migratorio o los dos hallan estado envueltos en el proceso de planeamiento y que las necesidades de los estudiantes migratorios sean dirigidas en el plan.*

13. ¿Qué pasa con los fondos que no fueron utilizados en Schoolwide?

Si los fondos de Educación Migratoria no son gastados en Schoolwide al fin del año el dinero será devuelto al Departamento de Educación de California y será utilizado para actividades de la Educación Migratoria. Todos los programas no-migratorios también tienen sus propias reglas acerca de fondos que no son utilizados en el programa Schoolwide.

14. ¿Cuántas escuelas serán inspeccionadas cada mes por CCR?

Aproximadamente 25% de los distritos escolares en California reciben un CCR en algunas de sus escuelas cada año. Como algunos de los CCR's son hechos más un mes que en otros meses, es difícil dar un número exacto por mes.

15. ¿Cuántos padres saben lo que hay adentro del plan de schoolwide?

Los padres deben de estar envueltos en el planeamiento, la implementación y la coordinación de los planes. Los planes son "documentos públicos." Los padres pueden pedir ver los planes.

16. ¿Por qué es que la directora de Titulo I no revisa los planes ni la participación de padres con los planes?

Por ley, la mesa directiva local revisa y aprueba los planes de Schoolwide. Estos planes no son mandados al Departamento de Educación de California para ser revisados. Hay un miembro del equipo de Titulo I, quien revisa lo que manda el distrito y en esos documentos explican el proceso (incluyendo la participación de los padres). Si hay algunas preguntas, llaman al distrito. Los directores de la Educación Migratoria también reciben un reporte de la Oficina de Educación Migratoria.

17. ¿Cuándo pueden ser usados los fondos de Educación Migratoria para el programa Schoolwide?

Los fondos migratorios deben ser utilizados para Schoolwide solamente cuando el plan ha sido escrito con la participación de los padres y/o organizaciones representando a los padres (consejo administrativo de Educación migratoria) o los dos; se dirige a las necesidades de los estudiantes migratorios y es firmado por un padre migratorio y un director de educación migratoria o una persona designada; y la mesa directiva local aprueba el plan y CDE aprueba el proceso usado por el distrito para escribir el plan.

18. ¿Es posible asegurar que los maestros estarán mejor preparados en un programa Schoolwide?

Como parte de un plan de Schoolwide, los maestros tienen que recibir capacitación profesional que está enlazado con el cumplimiento de las necesidades de todos los estudiantes (incluyendo estudiantes migratorios). Se espera que por la participación de los maestros en el planeamiento y la implementación de un programa Schoolwide y por la ayuda técnica que los maestros estarán mejor preparados.

Attachment E
(Page 1 of 5)

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

Please return original to:

California Department of Education
District and School Support Division
School Support Teams Unit
Dr. Ira Clark, Consultant
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3371

S^4 Region No:____

County: ________________

Please print or type all information:

CDS Code:__/__/ __/__/__/__/__/__/__/

School: ________________________________

Code:__/__/__/__/__/__/__/

Grades: ________________________________

Enrollment: ________________

District: ________________________________

Address: ________________________________

District criteria used in ranking schools. Check (☐) one and include percentage.

☐AFDC% _____ ☐ Free/Reduced Lunch% _____ ☐ Combination% _____ ☐ Other% _____

Date of local board approval: ________________

Principal:________________________ Telephone:________________________
FAX:________________________ E-Mail:________________________
Consolidated Program Director:________________ Telephone:________________________
FAX:________________________ E-Mail:________________________
District Superintendent:________________ Telephone:________________________
FAX:________________________ E-Mail:________________________

SIGNATURES

Superintendent ____

Principal ____

School Leadership Team Representative ____

School Site Council Chair ____

Consolidated Program Director ____

Statewide System of School Support ____

Student (Secondary) ____

Technical Assistance Representative ____

Other ____

Projected Starting Date of Schoolwide Program ____________________

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

CERTIFICATION AND SIGNATURES

For those programs that are included in this Schoolwide Program plan, the undersigned certify that we have been involved in the planning of the Schoolwide Program plan. We certify that the attached IASA Section 1114 assurances have been reviewed, discussed, and adopted as required conditions for the operation of the Schoolwide Program.

Check (☒) programs addressed in the Schoolwide Program plan.

Federal Programs	Representatives' Signature (Required)
☐Title I, Part A-Improving Basic Programs Operated by LEAs	
☐Title I, Part B-Even Start Family Literacy	
☐Title I, Part C-Migratory Children (Migrant Parent)	
☐Title I, Part C-Migratory Children (Director or Designee)	
☐Title I, Part D-Neglected or Delinquent	
☐Title II, Eisenhower Professional Development Program	
☐Title III, Homeless Education McKinney Act	
☐Title III, Part A-Technology for Education	
☐Title III, Part B-Technology for Education	
☐Title IV, Part A-Safe and Drug-free schools	
☐Title V, Promoting Equity Women's Educational Equity	
☐Title V, Promoting Equity Magnet Schools Assistance	
☐Title VI, Innovative Education program Strategies	

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM
CERTIFICATION AND SIGNATURES

☐Bilingual Education, Language Enhancement and Language Acquisition Programs	
☐Title IX, Indian Education (Program Director/Coordinator or Indian Tribal Representative)	
☐Title IX, Indian Education (Parent)	
☐Title X, Programs of National Significance Fund for the Improvement of Education	
☐Title X, Programs of National Significance Javits Gifted and Talented Education	
☐Title XI, Coordinated Services	
☐Goals 2000	
☐On-site Pre-school Child Development Director	
☐Other	

Please Complete Information Below:

STUDENTS	NUMBER
American Indian	
GATE	
Homeless	
LEP/English Language Learners	
Migrant	
Special Education	

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

Check (☒) programs addressed in the schoolwide plan.

- ☐ School Improvement Program (SIP)
- ☐ School-Based Coordinated Program (SBCP)
- ☐ Economic Impact Aid/Limited English proficient (EIA/LEP)
- ☐ Economic Impact Aid/State Compensatory Education (EIA/SCE)
- ☐ Special Education
- ☐ State Preschool
- ☐ Health Services
- ☐ Food and Nutrition
- ☐ Other____

Each Schoolwide Program school must receive technical assistance in their needs assessment and Schoolwide plan. To meet IASA requirements, please check entities who have provided technical assistance.

PLEASE IDENTIFY BY NAME THE LEAD PROVIDER FOR EACH BOX CHECKED BELOW:

☐ Internal Local Educational Agency/District Learning Team ________________

☐ Regional School Support Team ______________________________

☐ Distinguished Schools __________________________________

☐ Region XI, Northern California Comprehensive Assistance Center____________

☐ Region XII, Southern California Comprehensive Assistance Center____________

☐ Coaches/consultants (Accelerated Schools, PQR, Critical Friends, etc.)________

☐ Institutions of Higher Education (IHEs) _________________________

☐ Other ____

SAMPLE

Parent Pledge

PARENT PLEDGE/CONTRACT

To assist in the learning and success of my son/daughter in school, I will do the following:

- Provide a quiet place to study every night
- Attend Back To School Event, Parent-Teacher-Student Conferences, Open House, and other school events
- Monitor my son/daughter's progress regularly
- Share reading experiences with my student

I will also encourage my son/daughter to:

- Complete *all* homework assignments
- Read for 30 minutes every day
- Attend and be on time to all classes
- Get proper rest for the best school performance

Student's Name ______________________ School ____________ Grade ______

Student's Signature ____

Parent's Signature __________________________ Telephone ______________

Family-School-Community Partnerships Institutes--Summer 1994
Thomas L. Williams, Ed. D.,--Family Study Skills

BEST COPY AVAILABLE

SAMPLE

ELEMENTARY SCHOOL
THREE-WAY PLEDGE

THE TEACHER PLEDGE:
I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

_____ I will teach all the necessary concepts to your child before regular homework is assigned.
_____ I will strive to be aware of the individual needs of your child.
_____ I will regularly communicate with you regarding your child's progress.

Teacher's Signature: ______________________________ Date: ________________

THE STUDENT PLEDGE:
I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parent(s) want to help me do my very best in school. I know I am the one responsible for my own success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability:

_____ I will return completed homework on time.
_____ I will return corrected work to my parent(s).
_____ I will arrive at school on time every day unless I am ill.
_____ I will be responsible for my own behavior.
_____ I will be a cooperative learner.

Student's Signature: ______________________________ Date: ________________

THE PARENT PLEDGE:
I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

_____ I will provide a quiet place for my child to study.
_____ I will encourage my child to complete his/her homework.
_____ I will make sure my child gets an adequate night's sleep.
_____ I will see to it that my child arrives at school on time every day.
_____ I will spend at least 15 minutes per day reading with my child.
_____ I will attend Back to School Night, Parent Conferences and Open House.

Parent's Signature ______________________________ Date: ________________

Family-School-Community Partnerships Institutes--Summer 1994
Thomas L. Williams, Ed. D.,--Family Study Skills

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SAMPLE

Three-Way School Pledge

Staff Section

We understand the importance of the school experience to every student and our role as educators and models. Therefore, we agree to carry out the following responsibilities to the best of our ability:

- teach grade level skills and concepts
- strive to address the individual needs of your student
- communicate with you regarding your student's progress
- provide a safe, positive and healthy learning environment for your student
- correct and return appropriate work in a timely manner
- communicate homework and classwork expectations

Principal's Signature (on behalf of staff) *Date*

Student Section

I realize that my education is important. I know I am the one responsible for my own success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- get to class on time every day
- take my weekly student binder home to my parent(s)
- return completed homework on time
- be responsible for my own behavior
- be a cooperative learner
- ask for help when needed

Student's Signature *Date*

Parent Section

I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- encourage my student to complete his/her homework
- review all school communications and return the weekly student binder promptly
- attend Back to School Event, Parent-Teacher-Student Conferences, Open House, and other school events
- encourage my student to engage in reading activities for at least 15 minutes every day
- provide a quiet place/time for my student to do homework
- make sure my student gets adequate sleep and has a healthy diet
- support the school's/district's homework, discipline and attendance policies

Parent's Signature *Date*

Family-School-Community Partnerships Institutes--Summer 1994
Thomas L. Williams, Ed. D.,--Family Study Skills

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EJEMPLO

PROMESA DE LOS PADRES

PROMESA Y CONTRATO DE LOS PADRES

Para ayudar en el aprendizaje y éxito de mi hijo/a en la escuela, yo haré lo siguiente:

- Proporcionar un lugar para que estudie cada noche
- Asistir a los Eventos de Regreso a Clases, Juntas de Padres/Maestros/ Alumnos, Noche de Invitación Abierta a los Padres para Visitar el Plantel ("Open House") y otros eventos escolares
- Supervisar regularmente el progreso de mi hijo/a
- Compartir las experiencias de la lectura con mi alumno/a

Yo también animaré a mi hijo/a a:

- Completar todos las asignaciones de tareas
- Leer todos los días por 30 minutos
- Asistir y llegar a tiempo a todas las clases
- Obtener descanso apropiado para el mejor desempeño escolar

Nombre del Alumno/a________________________Escuela______________Grado___

Firma del Alumno/a____

Firma de los Padres______________________________# de Teléfono____________

BEST COPY AVAILABLE

EJEMPLO

ESCUELA PRIMARIA
TRES - FORMAS DE COMPROMISO

EL COMPROMISO DEL MAESTRO/A:

Yo entiendo la importancia de la experiencia escolar para cada alumno y de mi papel como maestra y como ejemplo. Por lo tanto, yo estoy de acuerdo en llevar a cabo las siguientes responsabilidades de la mejor manera posible.

____ Yo enseñaré todos los conceptos necesarios a su hijo/a antes de asignar la tarea regular.
____ Yo trataré de estar al tanto de las necesidades individuales de su hijo/a.
____ Yo regularmente me comunicaré con usted sobre el progreso de su hijo/a.

Firma del Maestro/a________________________________ Fecha__________

EL COMPROMISO DEL ALUMNO/A: –

Me he dado cuenta que la educación es importante para mi. Me ayuda a desarrollar las herramientas que necesito para llegar a ser una persona feliz y productiva. Yo también entiendo que mis padres quieren ayudarme a dar lo mejor de mí en la escuela. Yo sé que soy el responsable de mi propio éxito y que debo trabajar arduamente para obtenerlo. Por lo tanto, estoy de acuerdo con llevar a cabo las siguientes responsabilidades de la mejor manera posible.

____ Yo entregaré mi trabajo a tiempo.
____ Yo entregaré el trabajo calificado a mis padres.
____ Yo llegaré todos los días a tiempo a la escuela excepto cuando esté enfermo.
____ Yo seré responsable de mi propio comportamiento.
____ Yo seré un alumno dispuesto a cooperar.

Firma del Alumno/a ________________________________ Fecha__________

EL COMPROMISO DE LOS PADRES:

Me doy cuenta que los años de mi hijo/a son importante, y entiendo que mi participación en su educación ayudará a su progreso y actitud hacia la escuela.

____ Yo proporcionaré a mi hijo/a un lugar tranquilo para que estudie.
____ Yo animaré a mi hijo/a a completar su tarea.
____ Yo me aseguraré que todos los días mi hijo/a llegue a la escuela a tiempo.
____ Yo usaré 15 minutos cada día para leer a mi hijo/a.
____ Yo asistiré a la Noche de Regreso a Clases, Juntas entre padres/maestros y Noche de Invitación Abierta para Visitar el Plantel ("Open House").

Firma de los Padres ________________________________ Fecha__________

ACUERDO ENTRE LA ESCUELA Y EL HOGAR
Grados K-12

El Compromiso del Alumno/a
Yo entiendo que la educación es importante para mí. Yo soy responsable por mi propio exito.

• COMO ALUMNO/A, SERE RESPONSABLE DE LO SIGUIENTE:

1. Asistir a la escuela a tiempo y estar preparado para dar lo mejor de mí.
2. En la escuela cooperar con todos.
3. Respetar mi persona y los derechos de los demás.
4. Seguir todas las reglas de la escuela y del salón de clases.
5. Entregar la tarea completa y a tiempo.
6. Pasar tiempo en casa estudiando o leyendo.
7. Participar en actividades que promuevan el buen comportamiento.

El Compromiso del maestro/a
Yo entiendo la importancia de una educación de calidad para cada alumno/a y mi papel como maestro/a y modelo positivo.

• COMO MAESTRO/A, SERE RESPONSABLE DE LO SIGUIENTE:

1. Crear un ambiente de aprendizaje seguro, positivo y saludable.
2. Proporcionar un programa de instrucción retante que cubra las necesidades individuales de todos los alumnos.
3. Comunicarme en forma regular con los padres.
4. Asignar tarea apropiada con instrucciones claras.
5. Animar a los alumnos a leer diariamente tanto en la escuela como en casa.
6. Participar en actrividades de superación profesional.

El Compromiso de los Padres
Yo entiendo que mi participación en la educación de mi hijo/a ayudará a su progreso y actitud.

• COMO PADRE SERE RESPONSABLE DE LO SIGUIENTE:

1. Promover altas normas y estudio regular al proporcionar un lugar tranquilo, adecuado para terminar su trabajo.
2. Apoyar las reglas de la escuela sobre la tarea, disciplina y asistencia.
3. Asegurar que mi hijo duerma lo suficiente y que tenga una dieta saludable.
4. Participar en la educación de mi hijo/a a través de mi participación en los eventos escolares
5. Todos los días leeré o escucharé a mi hijo/a.
6. Leer toda la información que envia la escuela a casa y cuando tenga preguntas o dudas llamar a la escuela.

______________________ *Firma del alumno/a*

______________________ *Firma del maestro/a*

______________________ *Firma de los padres*

______________________ *Fecha*

New Law Allows Schoolwide Programs to Combine IDEA Funds

The legislation Congress approved this spring reauthorizing the Individuals With Disabilities Education Act (IDEA) contains a little-noticed provision allowing schools operating schoolwide programs under Title I to add federal special education aid to the federal funds they can combine to support the schoolwide initiative.

However, the change does not relieve such schools from the many requirements of federal special-education law; it merely liberalizes the rules for using IDEA money.

The 1994 Improving America's Schools Act (IASA), which retooled the Title I program, encouraged schoolwide programs in a couple of ways. First, the law reduced to 50 percent the percentage of poor children a school must enroll to qualify to operate a schoolwide program. Second, it allowed such schools to combine Title I money with "other federal, state and local funds

(continued on page 6)

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Schoolwide Programs Can Now Combine IDEA Funds

(continued from page 1)

in order to upgrade the entire educational program."

How Inclusive?

The law does not specify which federal program funds can be treated this way. However, it allows the Secretary of Education to exempt schoolwide programs from "statutory or regulatory provisions" of any other formula grant or discretionary program he administers, "other than formula or discretionary grant programs under the [IDEA]."

ED indeed published such a notice, allowing combination of funds under any department program other than IDEA, the Title I program for neglected and delinquent children, higher education programs (unless it is a program that supports elementary and secondary schools) and adult education programs (with an exception for family literacy initiatives).

Schoolwide programs combining funds under various programs merely have to show that their initiatives met the "intent and purpose" of the other programs being combined. However, the Title I law states that certain requirements cannot be waived, including those related to health and safety, civil rights, parent involvement, private school children's participation, maintenance of effort, and comparability of services.

ED's regulations also describe specific requirements for combining funds under some programs. For example, a schoolwide program can incorporate funding under the Eisenhower Professional Development program "provided the school has a sustained and intensive high-quality professional development program for school staff in core academic subjects that is aligned with the state's content and performance standards, reflects recent research on teaching and learning and incorporates methods and practices to meet the educational needs of diverse student populations."

Odd Program Out

ED officials and lawmakers wanted the treatment of IDEA "to be consistent with other IASA programs," said Wendy Jo New, an education program specialist in the Office of Compensatory Education Programs, but it was initially excluded in 1994 because the IDEA reauthorization was on a separate track and special education groups wanted to weigh in on the issue.

However, the IDEA is different from the other programs in question, and its treatment under the schoolwide program provisions is also different. While the other programs in question are essentially grant programs, whose rules relate to the use of federal money, the IDEA also contains many broad regulatory requirements mandating certain services and due-process rights for disabled children. The new IDEA law does not remove the IASA's prohibition against lifting these requirements.

"Unlike all the other program funds that can be combined, where you only must show that the intent and purposes are being met," New said, "the other requirements of IDEA must still be met" if special education funding is combined in a schoolwide program.

Administrative Convenience

And because schools are not relieved of the sometimes costly responsibility to provide services disabled children need, the new provision does not allow them to shift money that would otherwise be spent on such services to schoolwide programs. It does, however, allow an eligible school to use IDEA funds for something else, while providing special education services with local or state money.

"You would not need to track special education services back to IDEA dollars," said Kristin Tosh Cowan, an associate at Brustein and Manasevit, a law firm specializing in education law. "The deal I see here is that an employee in a school could work on different cost areas and would not have to keep records on IDEA versus other programs. From a recordkeeping point of view it's going to be a little easier, but from a practical point of view it won't make much difference," she added.

New noted one administrative benefit that could help many schools: specialists that work with either Title I or special education students in a schoolwide program school would be able to work with both groups.

Dollar Limits

There are also other limitations on using IDEA money in a schoolwide program. For one thing, only funding under the main Part B special education grant program is eligible, not categorical funding under smaller special education programs.

And a district cannot decide to pump its entire IDEA grant into one or two schoolwide program schools. The amount of IDEA funds that can be used in an individual schoolwide program is restricted to the amount attributable to that school's disabled children. It is computed by dividing the district's IDEA grant by the number of disabled children in the district and multiplying the result by the number of children with disabilities in a particular school.

New said ED will add questions and answers on the use of IDEA funds in schoolwide programs to the final version of schoolwide program guidance that is due out soon. ▼

Start With Yourself

The following words were written on the tomb of an Anglican Bishop in the Crypts of Westminister Abbey:

> When I was young and free and my imagination had no limits, I dreamed of changing the world. As I grew older and wiser, I discovered the world would not change, so I shortened my sights somewhat and decided to change only my country.
>
> But it, too, seemed immovable.
>
> As I grew into my twilight years, in one last desperate attempt, I settled for changing only my family, those closest to me, but alas, they would have none of it.
>
> And now as I lie on my deathbed, I suddenly realize: *If I had only changed my self first,* then by example I would have changed my family.
>
> From their inspiration and encouragement, I would then have been able to better my country and, who knows, I may have even changed the world.
>
> *Anonymous*

Comienza Contigo Mismo

Cuando yo era joven y libre mi imaginación
no tenía límites, yo soñaba con cambiar
el mundo. Al ir envejeciendo y aprendiendo
más, yo descubrí que el mundo no se puede
cambiar, entónces soñé con cambiar
unicamente mi país.
Pero... también eso pareció incambiable.
Cuando empecé a entrar al crepúsculo de mi
vida, en el último intento desesperado,
me conformé con cambiar mi familia,
los más cercanos a mí, pero... ¿Que creen?
ellos no quisieron.
Y ahora que estoy en mi lecho de muerte,
de pronto me doy cuenta que:
Sí primero hubiera cambiado yo mismo,
por ejemplo hubiera podido cambiar mi
familia.
Entónces con el ánimo y la inspiración de
parte de ellos, yo hubiera podido
mejorar mi país y ¿quién sabe? quizás,
sí hubiera podido cambiar el mundo.

Anónimo

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GUIÓN PARA SECCION 3 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE / SCRIPT TO SECTION 3 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECTION 3: JUNTARLO TODO / SECTION 3: PUTTING IT ALL TOGETHER!

***Documentos*/Documents; *Actividad*/Activity**	**TIPS FOR THE FACILITATORS**	***SUGERENCIAS PARA LOS PRESENTADORES***
***La Agenda* / Agenda**	• Ask participants to review agenda; explain your goals	• Repasar su agenda del cursillo con los participantes; Explicar las metas

Repaso y compartimiento de conocimiento sobre Schoolwide / Review and Knowledge Sharing of Schoolwide
• ***Repasar y Conversar: /* Review and Discuss:**
  • *Preguntas y respuestas escritas por grupos de los participantes (hojas para distribuir) y /* Group Questions and Responses (handouts) &
  • *Esquema para responder (hoja para completar con las respuestas) /* Outline (answers)
	• Use poster paper or an overhead transparency sheet to display the questions asked by participants during the final evaluation process at the end of the last session (the previous workshop) Do not write down any answers on the paper or transparency yet.
	• Ask the audience to help you orally come up with answers. Provide explanations and examples that help clarify answers (such as examples and samples of home/school compacts which you can photocopy and distribute.)
	• Pass out (typed-up) photocopies of the questions generated at the end of the last session which include your answers. [Note: See sample - Questions and Answers (Questions asked by migrant parents)]
		• Usar un papel grande o una transparencia para mostrar las preguntas de los participantes de la evaluación del último cursillo. No se escribe las respuestas todavía.
		• Pedir que los participantes responden a las preguntas. Proveer explicaciones y ejemplos (como ejemplares de tratos y acuerdos entre escuelas y hogares -- fotocopiarlos y distribuirlos.)
		• Distribuir fotocopias de las preguntas con las respuestas. [Estudiar el ejemplo en esta sección.]

Información Adicional sobre Schoolwide / Additional Information on Schoolwide • ***Presentar y Conversar:*** *Repaso de Schoolwide/Forma para*	• Follow instructions for Activity 1: "Draw/Visualizing Schoolwide Features and Elements"	• Seguir las instrucciones para la actividad 1: "Dibujando/pensando en las características y los elementos de Schoolwide"

marcar / **Presentation and Discussion:** Schoolwide Review/Check Off Form • ***Actividad 1:*** *"Dibujos" / Descripciones escritas (en grupos enteros y luego presentaciones entre todos los participantes) /* **Activity 1:** "Activity Drawing" / Written Description (small group/large group)	/	
Schoolwide y Necesidades Particulares (por ejemplo, los de alumnos Migrantes)/ Schoolwide and Special Needs (e.g., Migrant Students) • ***Actividad 2:*** *Modelo de Programa School para Migrantes / Descripción de necesidades particulares: Los participantes dibujan a estudiantes migrantes adentro de los dibujos que hicieron en Actividad 1, y describen verbalmente cuales son las necesidades de estudiantes migrantes. [Se encuentra más información en el Apéndice] /* **Activity 2:** Migrant Education Schoolwide Model / Description of Needs: Participants draw Migrant students into the drawings	Activity Two - Review information on a special needs student group(s) such as Migrant, Native American / Indian, LEP, etc. Ask the participants to form small groups. Assign a student type to each small group. Small groups should ... 1. Be provided written information on each group and/or 2. Brainstorm strengths/areas of needs for their student type 3. Discuss where these students fit in drawing from activity 1 • After small groups are finished, ask a reporter from each group to describe strengths and needs of their student type. Volunteer should draw students into Activity 1 existing display/picture.	• Actividad 2: Repasar información de los alumnos con necesidades particulares, como Estudiantes Migrantes, Indios Americanos, o estudiantes limitados en inglés. Pedir que los participantes se formen en grupos pequeños y asignar un tipo de estudiante para cada grupo de participantes. Los grupos deben ... 1. recibir información sobre su tipo de estudiante 2. pensar en las capacidades y necesidades de su tipo de estudiante 3. hablar sobre como son relacionados estos niños dentro del dibujo de la primera actividad • Después de terminar, pedir que cada grupo elige un reportero para describir las capacidades y necesidades de ese tipo de estudiante. Incluir estos niños en el dibujo.

they completed in Activity 1, verbally describe Migrant students' needs. [More information in Appendix] ***Presentar y Conversar:*** *(Las necesidades particulares de otros alumnos)* / **Presentation and Discussion:** (Other Special Needs Students) • *Indios Americanos/Nativos de los EEUU [Más información en el Apéndice]* / Native/American Indians [See Appendix] • *Niños con poco conocimiento de inglés [Más información en el Apéndice]* / Limited English Speakers [See Appendix]		
El Sistema Estatal de Ayuda Técnica (S4) y Coordinación de la Capacitación de Padres sobre el Programa Schoolwide / School Support System (S4) and Parent Training Coordination • ***Actividad 3:*** *Distribuir una lista de los districtos escolares y escuelas Schoolwide que pertenecen a las regiones S4 de los*	Activity 3: 1. Distribute a statewide list of Schoolwide Schools/Districts 2. Have participants find schools on the list in their Districts	Actividad 3: 1. Distribuir la lista de distritos escolares y escuelas participando en Schoolwide 2. Pedir que los participantes encuentren las escuelas Schoolwide de su distrito escolar

padres capacitados / **Activity 3:** Distribute list of Schoolwide Districts and Schools in Parents' S4 Regions		
Otros asuntos según los participantes (por ejemplo, las formas para pedir autorización de volverse a una escuela Schoolwide, Acuerdos entre escuelas, los padres, y las comunidades) / Discussion: Other Related Issues Based on Participants' Request (e.g., Request For Authorization of Schoolwide Forms; School/Home Community Compacts) ***Resumen, Evaluación y Reflexón* / Wrap Up, Evaluation and Reflection**	• Use California Department of Education's annual memo on schoolwide and additional resources to respond to request/questions generated by participants during this session.	• Usar la carta del departamento de educación (sobre el programa Schoolwide y los recursos dispuestos para ayudarlos) para responder a las preguntas de este cursillo.

Documentos Adicionales para Sección 3 / Additional Materials for Section 3

- *Otros ejemplos de agendas* / More sample agendas
- *Unos ejemplos de preguntas y respuestas sobre Schoolwide* / Sample questions and answers from audience
- *Forma para Pedir Autorización de Volverse a un Programa Schoolwide* / Request For Authorization of Schoolwide Program
- *Ejemplos de Acuerdos entre Padres, la Comunidad y la Escuela* / Samples of School Compacts
- *Información nueva sobre Educación Especial y Programas Schoolwide* / Update on Special Education & Schoolwide Programs
- *Reflecciones* / Reflections
- *GUIÓN PARA SECCION 3 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE* / SCRIPT TO SECTION 3 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECCION 4:
EL FIN Y EL COMIENZO!

- participación de padres en programas Schoolwide
- repaso, practicar y evaluar
- certificar y resumir y evaluar

SECTION 4:
REACHING CLOSURE & NEW BEGINNINGS!

- Parent Involvement in Schoolwide
- Review, Practice & Evaluation
- Certification, Wrap-Up, Evaluation

Activity 1: Review, Practice and Evaluate
Actividad 1: Repasar, Practicar y Evaluar

1. **Participants break into teams and prepare presentations on a particular Schoolwide topic (see sample sheet with names and assignments).**
Los participantes forman equipos y preparan presentaciones sobre ciertos temas de Schoolwide (favor de ver la hoja con nombres y temas indicadas).

2. **Participants present their topic in sequence indicated on sample sheet.**
Los participantes presentan sus temas en el orden indicado en la hoja con nombres y temas.

REVIEW, PRACTICE AND EVALUATE

Assigned Area____________________

S4 Region(s)____________________

Team Members 1.__________________ 4.__________________

2.__________________ 5.__________________

3.__________________

1. **Review:** *What are the important ideas that the group needs to remember?*

2. **Practice:** *How will we present these ideas (#1) to the group? e.g. handouts, overheads, brainstorming, discussion, skit, other?* Approx. 5 min.

3. **Evaluate:** *How will we know that the group understands the ideas? e.g. drawing, written response, group response? etc.* Approx. 5 min.

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Repasar, Practicar y Evaluar

Area/Tema Asignada ______________________

Región de S4 ____________________________

Miembros de su equipo 1.________________ 4.________________

2. ________________ 5________________

3.________________

1. **Repasar:** *¿Cuáles son las ideas importantes que los participantes necesitan recordar?*

2. **Practicar:** *¿Cómo presentaremos estas ideas (ideas escritas arriba en #1) a los participantes? (por ejemplo, documentos/materiales escritos, transparencias para proyectar, lista de ideas ofrecidas por los participantes, conversación entre todos, dramatización, otro?)* Aproximadamente 5 minutes.

3. **Evaluar:** *¿Cómo vamos a saber que los participantes entienden los ideas? (por ejemplo, dibujos, respuestas escritas, conversación entre los grupos? etc.* Aproximadamente 5 minutes.

Activity 2: Gots/Needs for Major Concepts Learned or Need More Review

Actividad 2: "Entiendo Bien/Necesito Saber" para los conceptos importantes o necesito repasar más

1. Together with total group, the facilitator goes over T-graph sheets ("Got it/Need"), on the different topics of Schoolwide components and requirements.
Con todos los participantes, en grupo entero, la persona presentando la sesión repasa las hojas de "Entiendo Bien/Necesito Saber" sobre los diferentes componentes y requisitos de Schoolwide.

2. The facilitator provides a summary/overall conclusion to the activity, pointing out that the "Going Schoolwide" process is highly individualized and unique to each school.
La persona presentando la sesión ofrece un resumen/conclusión para la actividad, dando énfasis a la realidad que el proceso de convertirse a un programa Schoolwide es muy individual para cada escuela.

Resumen de Schoolwide
Schoolwide Review

1. ***Definición de Schoolwide/Definition of Schoolwide***
2. ***Razones para convertirse a Schoolwide/*** **Reasons for “going Schoolwide”**
3. ***Eligibilidad para convertirse a Schoolwide/*** **Eligibility for “going Schoolwide”**

Entiendo Bien - “Got it”	Necesito Saber - “Need”

Resumen de Schoolwide

Schoolwide Review

Los pasos para convertirse a Schoolwide

Steps for “going Schoolwide”

Entiendo Bien - “Got it”	Necesito Saber - “Need”

Las particularidades y el proceso para establecer un programa Schoolwide

The specifics and processes for establishing a Schoolwide Program

1. ***Stakeholders -- personas interesadas en la escuela/*** **people interested in the school**
2. ***Proveedores de ayuda técnica/*** **Technical Assistance providers**
3. ***Mesas directivas de distritos escolares/*** **School District Boards of Education**

Entiendo Bien - "Got it"	Necesito Saber - "Need"

Las particularidades y el proceso para establecer un programa Schoolwide

The specifics and processes for establishing a Schoolwide Program

Tiempo para planear; Asesoramiento comprensivo de necesidades/

Time to Plan/Comprehensive Needs Assessment

Entiendo Bien - “Got it”	Necesito Saber - “Need”

Las particularidades y el proceso para establecer un programa Schoolwide

The specifics and processes for establishing a Schoolwide Program

El plan comprensivo/

The Comprehensive Plan

Entiendo Bien - “Got it”	Necesito Saber - “Need”

Las particularidades y el proceso para establecer un programa Schoolwide

The specifics and processes for establishing a Schoolwide Program

Capacitación profesional/

Professional Development

Entiendo Bien - "Got it"	Necesito Saber - "Need"

Las particularidades y el proceso para establecer un programa Schoolwide

The specifics and processes for establishing a Schoolwide Program

El Envolucramiento de los padres/
Parent Involvement

Entiendo Bien - "Got it"	Necesito Saber - "Need"

Las particularidades y el proceso para establecer un programa *Schoolwide*

The specifics and processes for establishing a Schoolwide Program

Evaluación/ Evaluation

Entiendo Bien - "Got it"	Necesito Saber - "Need"

Reglas especiales para el programa Schoolwide/
Special Regulations for Schoolwide Programs

*Educación Migrante/*Migrant Education
*Indios Americanos/*Migrant Education
*Educación Especial/*Special Education

Entiendo Bien - “Got it”	Necesito Saber - “Need”

El Programa Migrante/
The Migrant Program

Estrategias para crear programas Schoolwide que sirven bien a la educación de alumnos migrantes/
Strategies for creating programs that serve migrant students' education well

Entiendo Bien - "Got it"	Necesito Saber - "Need"

El sistema estatal para el apoyo de programas *Schoolwide/* S4-Statewide System of School Support

Propósito/Purpose

Oficinas/Offices

Entiendo Bien - "Got it"	Necesito Saber - "Need"

Activity 3: Individual Certification Process
Actividad 3: Proceso de Certificación Individual

1. **Review/discuss the back of the Certificate of Technical Assistance Capacity in Schoolwide Programs.**
Repasar/conversar sobre el Certificado de Capacitación en Programas Schoolwide.

2. **Participants self-assess their understanding of the different Schoolwide topics.**
Cada participante analiza su propio conocimiento de las diferentes partes de Schoolwide.

3. **This certificate/self-assessment will serve as verification of what participants know, to use their strengths and understandings in future work as members of Schoolwide teams.**
Este certificado/análisis servirá para verificar lo que los participantes entienden, para servir como miembros de equipos Schoolwide.

Documentos Adicionales

Additional Materials

IASA/Schoolwide
Professional Development
For Parents

Date: June 21, 1997
Location: Los Angeles, California
Time: 1:30-5:00

Purpose:

1. Discuss the importance of parent involvement in the planning and establishment of Schoolwide Programs
2. Provide for participants opportunities to review, practice and evaluate their areas of competency, based on the *Certificate of Technical Assistance Capacity in Schoolwide Programs*
3. Review and discuss the process of becoming a member of the support teams for the Statewide System of School Support- S4

Agenda

1:30 p.m. Welcome, Introductions, Review of the Agenda, Reflection

Section I ***Discuss the importance of parent involvement in the planning and establishment of Schoolwide Programs***

1:45 p.m. Presentation: A model for parent Involvement in planning and establishing Schoolwide Programs

Discussion among participants

Section II ***Provide for participants opportunities to review, practice and evaluate their areas of competency, based on the Certificate of Technical Assistance Capacity in Schoolwide Programs***

2:05 p.m. Presentation/Demonstration- The process of reviewing, practicing and evaluating

2:15 p.m. Form groups based on the S4 Regions
Each group takes responsibility for one area/theme of the Certificate of Competency
Each group reviews the materials and talks about their area/theme
Each group prepares activities for their area/theme (e.g., skit, artwork)

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2:45 p.m. Each group shares their information: demonstrating their area/theme to the total group and evaluates the results of their small presentation (10 min.)

Section III ***Review and discuss the process of becoming a member of the support teams for the Statewide System of School Support- S4***

4:30 p.m. Complete the worksheet (behind the Certificate)

Review the letter of introduction to S4 Directors

Receive the Certificates of Technical Assistance Capacity in Schoolwide Programs

Reflection

5:00 p.m. The beginning!

IASA/Schoolwide
Capacitación Profesional
Para Padres

Fecha: el 21 de junio, 1997
Sitio: Los Angeles, California
Tiempo: 1:30- 5:00

Los Propósitos:

1. Hablar sobre la importancia del envolucramiento de padres en planear y establecer los Programas Schoolwide
2. Proveer para participantes oportunidades de repasar, practicar y evaluar los areas de competencia, basado en el *Certificado de Capacitación para Ayuda Técnica en Programas Schoolwide*
3. Repasar y hablar sobre el proceso para ser miembros de los equipos de apoyo para S4 (Statewide System of School Support-el sistema estatal para el apoyo de Programas Schoolwide)

Agenda

1:30 p.m. Bienvenida, Introducciones, Repaso de la Agenda, Reflexión

Sección I ***Hablar sobre la importancia del envolucramiento de padres en planear y establecer los Programas Schoolwide***

1:45 p.m. Presentación- *Un modelo para envolucrar a los padres en planear y establecer los Programas Schoolwide.*

Conversación entre todos los participantes

Sección II ***Proveer oportunidades de repasar, practicar y evaluar los areas de competencia, basado en el Certificado de Capacitación para Ayuda Técnica en Programas Schoolwide***

2:05 p.m. Presentación/Demonstración- El Proceso de Repasar, Practicar y Evaluar

2:15 p.m. Formar grupos basados en las Regiones de S4
Cada grupo tomará responsabilidad por solo un area/tema del Certificado de Capacitación
Cada grupo repasará los materiales y hablará sobre su area/tema
Cada grupo preparará actividades para su area/tema (por ejemplo, arte, o dramatización, etc.)

2:45 p.m. Cada grupo provee información: enseñarán su area/tema a todos los participantes y evaluarán los resultados de su pequeña presentación (10 minutos)

Sección III ***Repasar y hablar sobre el proceso para ser miembros de los equipos de apoyo para S4***

4:30 Completar la hoja de trabajo (detrás del Certificado)

Repasar la Carta de Introducción

Recibir Certificados

Reflexión

5:00 ¡El Comienzo!

Our Children

Our children are like flowers for us.
Each one different.
Each one beautiful
Each one growing strong along with us.
Our children are like stars for us.
Each one shines brilliantly
Each one moves across the universe.
Each one more close to our heart.
Our children are like life for us.
Each one precious.
Each one unforseeable.
Each one having to let us go.

Nuestros Niños

Nuestros niños son como flores para nosotros.
Cada uno diferente.
Cada uno bello.
Cada uno creciendo fuerte con nosotros.

Nuestros niños son como estrellas para nosotros.
Cada uno brilla.
Cada uno se mueve a través del universo.
Cada uno más cerca de nuestro corazón.

Nuestros niños son como vida para nosotros.
Cada uno precioso.
Cada uno inprevisible.
Cada uno teniendo que dejarnos ir.

CALIFORNIA
DEPARTMENT
OF
EDUCATION

DELAINE EASTIN
State Superintendent of Public Instruction

CERTIFICATE OF TECHNICAL ASSISTANCE CAPACITY IN SCHOOLWIDE PROGRAMS

On June 21, 1997

Isabel Villa

completed basic training as a technical assistance provider in the Schoolwide Process and Program Components as outlined on the back of this certificate.

Hanna L. Walker
Hanna Walker, Director
District and School Support Division
California Department of Education

Jennifer Bell
Jennifer Bell, Consultant/Statewide System of School Support
District and School Support Division
California Department of Education

Schoolwide
Training and Competencies

I am prepared to present, as part of the S4 team process, the following activities that are listed and checked below:

Session I (February 15, 1997)

Spanish	**English**	**Content Area**	**Process**
		Overview of Federal Role in Education and History/Philosophy of IASA	*Explain via a Timeline*
		Overview of Statewide System of School Support (S4)	*Explain via Handouts*
		Increasing Parent Involvement in Processes Such as Schoolwide	*Brainstorming*

Session II (April 19, 1997)

		Overview of Schoolwide Features and Components	*Fill In Outline Form*
		Develop Questions Concerning Schoolwide	*Group Process*
		Schoolwide Video	*Small Group Discussion*

Session III and IV(May 17 and June 21,1997)

		General Information on Schoolwide Process and Features (a-h)	*Handouts, group discussion, draw*
		a. Stakeholders	
		b. Technical Assistance	
		c. Planning Time/Process	
		d. Comprehensive Needs Assessment	
		e. Comprehensive Plan	
		f. Professional Development	
		g. Parent Involvement	
		h. Monitoring and Evaluation	

Additional strengths, knowledge, and talents that may contribute to the S4 team process are:

1.____________________ 2.____________________ 3.____________________

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State Superintendent of Public Instruction

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		e. Comprehensive Plan	
		f. Professional Development	
		g. Parent Involvement	
		h. Monitoring and Evaluation	

Additional strengths, knowledge, and talents that may contribute to the S4 team process are:
*1.*____________________ *2.*____________________ *3.*____________________

Entrenamiento y Competencias en Schoolwide

Estoy preparado a presentar, como parte del proceso del equipo S4, las siguientes actividades identificadas y marcadas abajo:

Primera Sesión (el 15 de febrero, 1997)

en Español	en Inglés	Area/Tema	Proceso
		Resumen del papel federal en educación; la historia/filosofía de IASA	Explicación através de una cronología de eventos históricos
		Resumen de S4 - Statewide system of School Support (el sistema estatal para el apoyo de programs *Schoolwide*)	Explicación através de documentos/materiales escritos
		Cómo aumentar el envolucramiento de padres en procedimientos como *Schoolwide*	Lista de muchas ideas através de los participantes

Segunda Sesión (el 19 de abril, 1997)

en Español	en Inglés	Area/Tema	Proceso
		Resumen de las particularidades y componentes de programas *Schoolwide*	Llenar una hoja incompleta
		Desarrollo de preguntas sobre programas *Schoolwide*	Report de grupo: participantes contribuyen sus ideas/preguntas
		Video de ejemplos de programas *Schoolwide*	Conversación entre miembros de cada grupo

Tercera Sesión y Cuarta Sesión (el 17 de mayo y 21 de junio, 1997)

en Español	en Inglés	Area/Tema	Proceso
		Información general sobre los particularidades y el proceso para establecer un programa *Schoolwide*	Documentos/materiales escritos, conversación entre miembros de cada grupo; dibujar
		a) *Stakeholders* -- personas interesadas en la escuela	
		b) Ayuda técnica	
		c) Tiempo para planear	
		d) Asesoramiento comprensivo de necesidades	
		e) El plan comprensivo	
		f) Capacitación profesional	
		g) El Envolucramiento de los padres	
		h) Evaluación	

Otras de mis habilidades, conocimientos, y talentos que pueden contribuir al equipo S4 son:

1____________________ 2____________________ 3____________________

GUIÓN PARA SECCION 4 DE LA GUIA PARA CAPACITAR PADRES SOBRE PROGRAMAS SCHOOLWIDE / SCRIPT TO SECTION 4 OF THE GUIDE FOR BUILDING PARENT CAPACITY ON SCHOOLWIDE PROGRAMS

SECCION 4: ¡EL FIN Y EL COMIENZO! / SECTION 4:REACHING CLOSURE AND NEW BEGINNINGS!

***Documentos*/Documents; *Actividad*/Activity**	**TIPS FOR THE FACILITATORS**	***SUGERENCIAS PARA LOS PRESENTADORES***
***La Agenda* / Agenda**	• Ask participants to review agenda; explain your goals	• Repasar su agenda del cursillo con los participantes; Explicar las metas
La Participacion de Padres en Programas Schoolwide: Una presentación por un padre que ha participado como miembro de un equipo de liderazgo de Programa Schoolwide / Parent Involvement in Schoolwide: Verbal presentation/testimonial from a parent that has been involved in a Schoolwide Leadership Team	Ask parents to voluntarily share their experiences or seek a volunteer guest speaker for a verbal presentation (preferably a parent.) Ask them to describe how they have been involved on a school leadership team. Recommend to your speakers a 15 - 20 minute presentation on: • how they are/were involved • when and how long they were involved • what they learned from being involved • how Schoolwide is helping their child/other children • any suggestion they would offer on parent involvement in Schoolwide Have participants ask speaker questions (Recommend about 10 minutes of questions from the audience).	Pedir que los padres compartan sus experiencias (o buscar un voluntario) para describir cómo era ser miembro de un comité de liderazgo de Schoolwide. Sugerir al presentador que expliquen: • cómo fueron envolucrados • cuánto tiempo se envolucraron • qué aprendieron • cómo Schoolwide ayuda a sus hijos/otros niños • sugerencias para otros padres que desean envolucrarse en Schoolwide Pedir que los participantes hagan preguntas para el presentador (Se recomiende 10 minutos para las preguntas.)
• ***Presentación y Conversación:* / Presentation and Discussion:** *El Modelo del Condado de Los Angeles para Capacitar a Padres: El Papel de Padres como*	• Presentation: If possible, seek an outside guest speaker on Schoolwide.	• Presentación: Si es posible, buscar otro presentador sobre Schoolwide.

Padres como Presentadores de las Regiones de S4 / Parent Participation in the Schoolwide Program Training through S4: A Model from the Los Angeles County Office of Education		
Repasar, Practicar y Evaluar / Review, Practice and Evaluation:		
• ***Actividad 1:*** *Repaso de los equipos de S4, Presentación y practicar el proceso* / **Activity 1:** Regional (S4) Teams Review, Practice and Present Process	• Follow instructions in this Session for Activity 1	• Seguir las instrucciones de esta sección para la actividad 1.
• ***Actividad 2:*** *Conceptos globales aprendidos o La necesidad de repasar más: "Entiendo / Necesito"* / **Activity 2:** Major concepts Learned or Need More Review: *"Got It / Need"*	• Follow instructions in this Session for Activity 2	• Seguir las instrucciones de esta sección para la actividad 2.
Certificar, Resumir y Evaluar / Certification,	• Take your time - make this an important	• Favor de no apurarse -- este evento es muy

Wrap Up and Session Evaluation
• ***Actividad 3:*** *El proceso de auto-certificar* **/ Activity 3:** Individual Certification Process
• ***Presentación y Conversación:*** **/ Presentation and Discussion:**
  ◦ *Certificados /* Certificates
  ◦ *La carta para introducir padres a los directores S4/* Letter of Introduction
  ◦ *Reconocimiento de individuos: regalos para los padres que sirvieron en el Comité de Planificación /* Special Recognition: gifts for Planning Committee parents
• ***Evaluación /*** **Evaluation**
	event
	• Honor your planning Committee
	• Honor your participants with Certificates - (see examples)
	• Discuss role of participants in the future - S4, Leadership Team Members, etc.
	• Stress working with others!
		importante
		• Honrar los miembros del comité de planificación de estos cursillos
		• Honrar los participantes de los cursillos por medio de certificados (ejemplos)
		• Hablar del papel de los participantes del cursillo en el futuro - dentro de S4, los miembros del comité de liderazgo, etc.
		• ¡Dar énfasis en trabajar por medio de colaboración con otros!

Documentos Adicionales para Sección 4 / Additional Materials for Section 4

- Lista de participantes (ejemplo en Sección 1) / Attendance List (see Section 1)
- *Reflecciones* / Reflection
- *Ejemplo de hoja para notas/apuntes* / Sample "Note" Paper
- *Forma para la evaluación del cursillo (un ejemplo)* / Sample Evaluation Form

APENDICES

APPENDICES

CONTENTS/ CONTENIDO

Parking Lot/ Estacionamiento: (evaluation activity/ actividad de evaluación)

Schoolwide Program Update From Hanna Walker / Ponder el día de Schoolwide para Hanna Walker

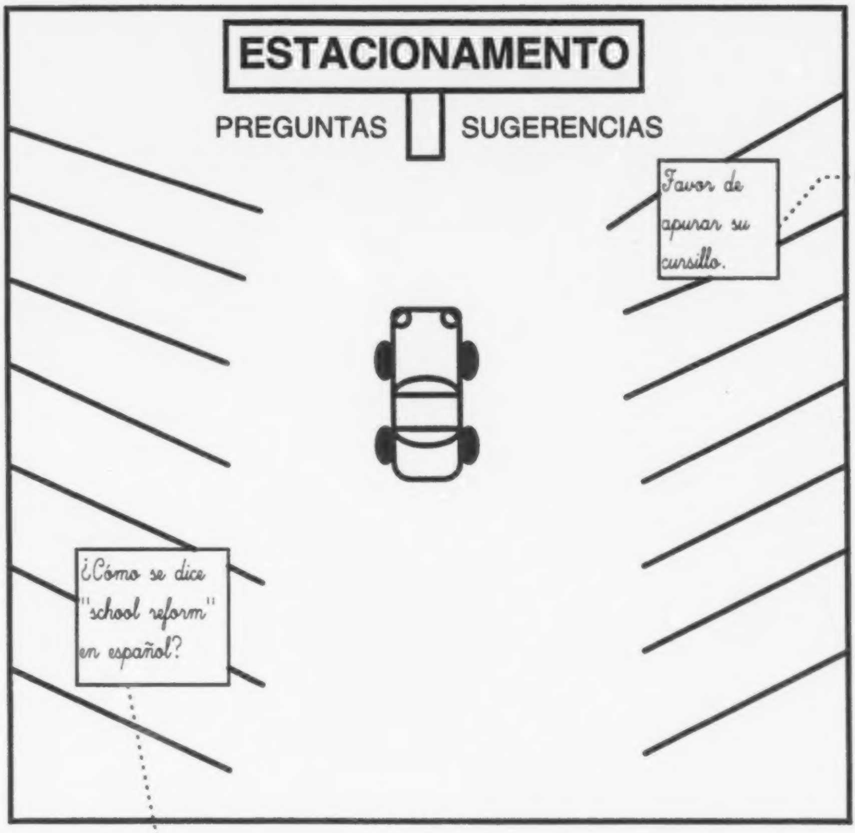
Schoolwide and Special Needs Students / Las necesidades particulares de alumnos

Parents Ask About Title I / Los padres preguntan acerca del Título I

Hispanic Parent Involvement in Early Childhood Programs/ La Participación de los Padres in los Programas Preescolares

Estacionamiento

Explicación:
Ponga un gran hoja de papel en la pared. Anuncie a los participantes que se puede pegar los papelitos "Post-It" encima de la hoja con sus preguntas o sugerencias. Recuerda que esto es un proceso abierto que durará todo el día, así es que los participantes podrán pegar sus preguntas y sugerencias en cualquier momento. Al final del día, repasa las sugerencias y responde a todas las preguntas que pueda entre todos los participantes. Ofrezca investigar cualquier pregunata que no pudo responder para la próxima vez. Tal vez prefiere Ud. hacer dibujos para la hoja de papel para que pareciera como un estacionamiento con carros, etc.


ESTACIONAMENTO
PREGUNTAS
SUGERENCIAS
Favor de apurar su cursillo.
¿Cómo se dice "school reform" en español?

(Los apuntes de un participante)

(Los apuntes de un participante.)

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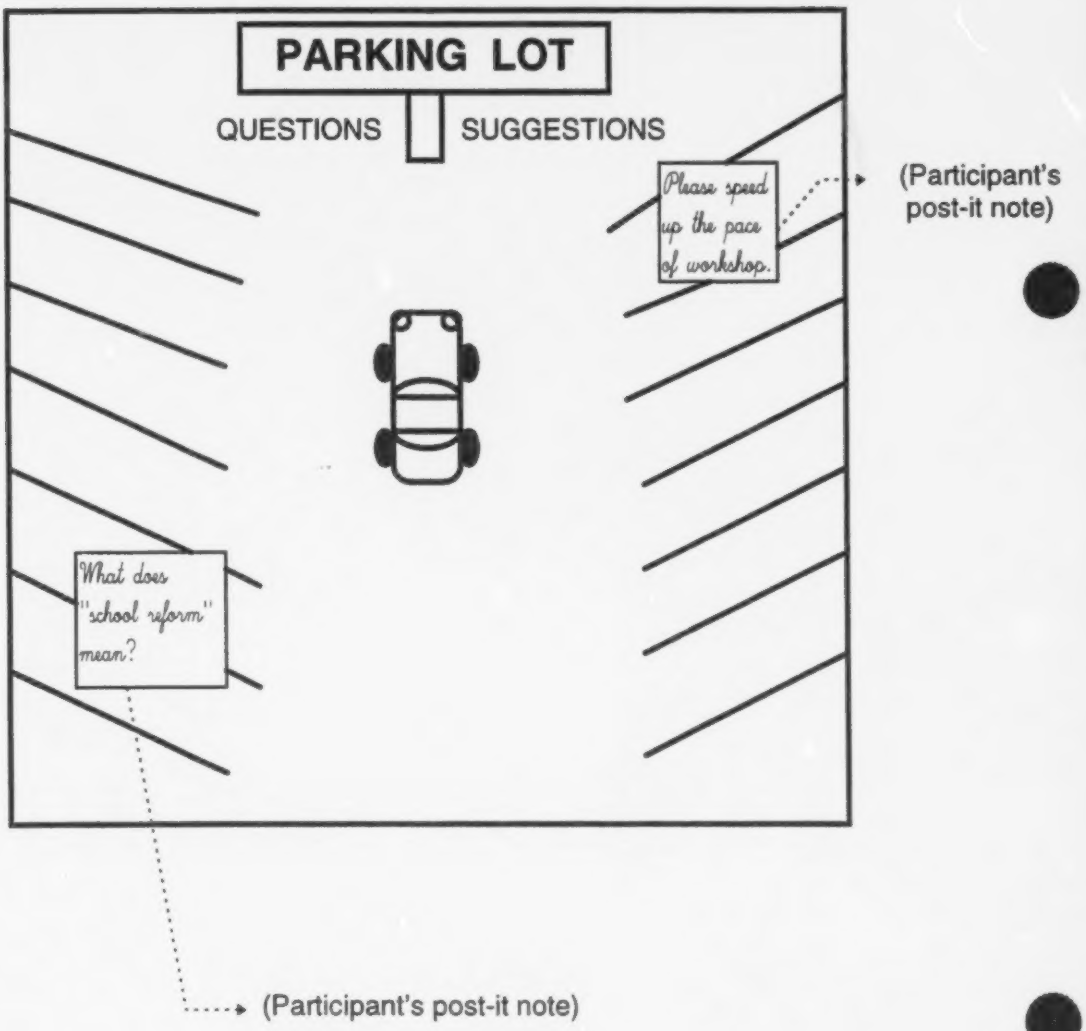
Parking Lot

Instructions:
Post a blank sheet or poster or chart paper on the wall. Announce to participants that they may "post" questions and suggestions using "Post-It" notepapers. Remember that this is an on-going/all-day/open-ended process, so participants may get up and post suggestion or questions at any time. At the end of the session, review the suggestions and answer as many questions as possible. Offer to research or seek out the answers to those which can't be answered yet by next time. You may want to draw the poster paper as a parking lot with cars, etc.


PARKING LOT
QUESTIONS
SUGGESTIONS
Please speed up the pace of workshop.
(Participant's post-it note)
What does "school reform" mean?
(Participant's post-it note)

DELAINE EASTIN
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION
721 Capitol Mall
P.O. Box 944272
Sacramento, CA
94244-2720

Date: October 30, 1997

To: District and County Superintendents of Schools
Statewide System of School Support Directors
Migrant Education Regional Directors
American Indian Center Directors
Bilingual County Coordinators
LEA Homeless Coordinators
Cooperative Directors

From: Hanna L. Walker
Hanna L. Walker, Director
District and School Support Division

Subject: Schoolwide Program Update

Improving America's Schools Act (IASA, 1994) reauthorized Title I of the Elementary and Secondary Education Act (ESEA). Among other provisions, it provides for the expansion of Schoolwide Programs by allowing increased local flexibility, expansion of the number of eligible schools, and clearer direction for the development of Schoolwide Programs. At present 2234 schools in California have submitted letters of intent or have begun implementing Schoolwide Programs.

The purpose of this mailing is to assist schools that are in the planning or implementation stages of becoming a "Schoolwide School." The recent integrated federal review of programs in California (conducted in May, 1997) made it clear that many California schools are not using the flexibility provided by the federal legislation to support reform efforts through Schoolwide Programs. Schools need to take full advantage of the flexibility and potential offered by the Schoolwide reform program to: (a) develop and implement comprehensive school plans for all students in a given school; and (b) coordinate federal and state funds to support this work. (See attachments I and J, particularly page 2 of the U.S. Department of Education Guidance, for authority to coordinate funds.)

This memo and attachments provide an overview of the major components/features, definitions, and required forms for schools in the Schoolwide intent, planning and implementation stages. Initially, an eligible school, in consultation with its LEA, begins by conducting a comprehensive needs assessment of the cognitive and non-cognitive needs of students in the school, and then develops strategies to help all students in the school meet challenging state or local content and performance standards. If agreed upon by the planners/stakeholders, the school may coordinate federal and state education funds to support the plan. Schools that are in the implementation stage will find information and resources that will assist them in updating or, in some cases, rewriting their plans to reflect what the stakeholders have learned from their first or second year of assessment and evaluation data. Schools in all stages of Schoolwide will find the updates on Standards, Assessment and Accountability and the section on special needs students useful in preparing Schoolwide plans.

1. Eligibility/Definition of Schoolwide

Effective July 1, 1996, ESEA allowed schools with 50 percent or more students in poverty to implement Schoolwide Programs (SWP). An eligible school, in consultation with its LEA, may coordinate most federal education funds and services with other state and local funds it receives, (See attachments I and J for specific fiscal direction.) The purpose of SWPs is to upgrade the entire educational program to help all children, **provided that federal funds taken as a whole, supplement state and local funds that would otherwise be spent at the school.** In short, federal funds should not be used to replace state and local funds (CFR 200.8 (c)(3)(B)(ii)). Schoolwide Programs that combine funds allocated under federal programs are exempt from statutory or regulatory provisions of those individual programs **if they carry out activities that meet the intent and purposes of those programs.**

Note: A school may combine American Indian Education, Title VII, Migrant Education and Individuals with Disabilities Act funds in a SWP under specified conditions. (Please see Page 20 in Attachment J for directions.)

2. Important Features of Schoolwide

Since the reauthorization of Title I, the Schoolwide Program approach has become a major strategy for systemic school site organizational and instructional change. Expanding the coordination of federal funds, adding technical assistance, allowing for more flexibility, and encouraging a year of planning are some of the new features of the model. The following section provides a brief description of some of the most important features of Schoolwide Programs:

a. Involving Stakeholders on the Leadership Team
b. Receiving Technical Assistance
c. Planning
d. Conducting Comprehensive Needs Assessment
e. Building the Plan from the Needs Assessment/Effective Instructional Strategies
f. Providing Professional Development (Teachers, Staff, Parents/Community and School Boards)
g. Implementing, Monitoring and Evaluating

a. Involving Parents and Other Stakeholders on the Leadership Team

Every school that is eligible to participate in a Schoolwide Program must establish a School Leadership Team (SLT). The SLT must include broad participation of parents, staff, the principal, and students at the secondary level. Involving parents and stakeholders is a crucial part of the Schoolwide process. At the school site level the stakeholders make up the LeadershipTeam which has a central role in facilitating the comprehensive needs assessment and Schoolwide implementation process.

Under the federal law, the School Leadership Team is the core group that is responsible for building the Schoolwide plan based on a comprehensive needs assessment process reflecting the needs of all students at the site. The team also provides the leadership in the implementation, ongoing monitoring, and evaluation of the SWP. The members should be prepared to receive input and feedback from others whom they represent as part of this ongoing process and coordinate with other school site council/leadership groups (e.g. School Site Council). For more information see question 9 on page 2 of Attachment H.

Schoolwide planning sessions should be held at times that are convenient for the leadership team, and when other needs such as training, babysitting, and translation can be managed. The Leadership Team may also be interested in *Ideas for Implementing Title I Parent Involvement Requirements*, which is available through the CDE District/School Support Division at (916) 657-5250.

b. Receiving Technical Assistance (School Support Teams/Technical Assistance Providers)

According to the new Title I regulations, an eligible school that desires to operate a Schoolwide Program must develop and implement the plan with external technical assistance. This assistance may be provided from within or outside of the district or ideally a combination of both. Consistent with federal law, the California Department of Education established a Statewide System of School Support (S4) to work with all Title I funded schools. In collaboration with the County Offices of Education, CDE has established twelve Regional School Support and Improvement Centers/(RSSIC) in the eleven California County Superintendents' Educational Service Areas (CCSESA). More information is provided on technical assistance in Attachment C. Districts are strongly encouraged to contact their RSSIC director to assist in planning and conducting professional development for eligible Schoolwide schools. Two Comprehensive Assistance Centers, located in the Los Angeles County Office of Education and WestEd Laboratory in San Francisco, are also available to provide assistance. (See Attachment C pp. 1-6)

c. Planning

A year of comprehensive planning to become Schoolwide is recommended. This recommendation is based on research and experience that demonstrates that time and thoughtful deliberation will result in meaningful change. A key feature of successful SWP implementation, as described in

Implementing Schoolwide Projects: Idea Book (USDE, listed in Attachment F), is the extended planning that occurs prior to implementation. Effective Schoolwide Programs were found to have spent at least one or more years in the planning stage. Program leaders should make planning a central process. There should be ownership of the process and the plan by all relevant stakeholders.

The planning process is a series of overlapping steps, which includes a comprehensive needs assessment; establishing priorities based on the needs assessment; and designing the educational program based on the school's vision of success for all students. This can provide a good opportunity for schools to develop and/or adopt standards for what students should know and be able to do, and may encompass significant changes in school organization as a result of the Schoolwide shift. Linking parent involvement, comprehensive school health, professional development, and monitoring and evaluating the curricular and instructional program will make the school's plan stronger for all students.

d. Conducting Comprehensive Needs Assessment

Typically, the School Leadership Team, with help from technical assistance providers, collects and analyzes data from a variety of sources (e.g., student data, school climate, community setting, etc.). The team reviews the data in terms of strengths and needs of all students at the school site, and in particular, targeted students. As part of the assessment process, existing programs and activities are examined, as well as perceptions of the staff, parents and community as a whole.

The comprehensive needs assessment requires a higher level of effort than previous Title1 needs assessment because it encompasses the entire school rather than just the needs of identified Title I students.

NOTE: A school intending to go Schoolwide that enrolls Migratory students must, first, in collaboration with parents and migrant organizations, address the unique needs of these students resulting from their migratory status (See CFR 200.8(c)(3)(B)(I)). The unique needs of Special Education and American Indian students should be taken into special account. [See Subpart 1 of Part A of Title IX of ESEA: section 9114 (c)(4)]

e. Building the Plan from Needs Assessment/Effective Instructional Strategies

The plan should reflect the findings from the needs assessment and build an instructional program that is linked to the strengths and needs of all students at the school site. The plan should include Schoolwide reform strategies that provide opportunities for all children to meet state and local standards. In addition, the plan needs to reflect an increase in the amount and quality of learning time (e.g. extended day, extended year); an enriched and accelerated curriculum; and strategies and programs that meet the educational needs of historically under-achieving students. The plan should describe how it was developed in coordination with other programs such as School-To-Work (School-to-Career), National and Community Service Act, and services for English

Language Learners, Migrant, American Indian, Special Education and Homeless students. Identified activities need to be included to ensure that students who experience difficulty meeting any of the standards required will be provided effective, timely assistance. Additional elements of the plan can be found in the Federal Register/Vol 60, No 127 (200.8- Schoolwide Requirements) and resources for meeting the instructional needs of diverse student groups are included in Attachment G.

f. Providing Professional Development for Teachers, Staff, Parents/Community and School Boards

Professional development for teachers, parents, administrators, school boards and community that supports an understanding of rigorous content and performance standards, is essential for those involved with Schoolwide Programs. Each group must understand the importance and value of standards for all students, what the standards are, how they align with existing local curricula, and the role and responsibilities of each person in implementing the standards.

This professional development should be specifically designed in order to maximize the implementation of a rigorous academic program for all students. Each Schoolwide Program should designate sufficient resources to provide continuous professional development to ensure that the content and performance standards for all students are understood by all. Teachers will need opportunity to discuss with one another how the standards-based curricula will be aligned with instruction and implemented in the classroom. The analysis of student work and the disaggregation of scores by student groups to guide further improvements are skills which many educators still need to learn. In particular, schools will need assistance to ensure that teachers have multiple ways to assess student progress toward standards. Parent education and parent involvement are essential components of the professional development program.

Clearly, every school and district has not yet implemented a standards-based curricular, instructional program tied to student assessments. However, a Schoolwide planning and implementation process is an excellent strategy for reviewing existing and future standards and for initiating the implementation of the standards through a comprehensive program for all students. School boards also need information about SWP so they can review and approve plans with the knowledge and understanding of the principles and requirements of Schoolwide Programs.

g. Implementing, Monitoring and Evaluating Schoolwide Programs

Every plan should include a design for evaluating program implementation. Evaluation activities should be linked directly to the Schoolwide planned goals and objectives. Evaluation should serve an ongoing purpose (formative) that allows for changes during the course of implementation as well as a summative, end of the year, purpose. The results of each year's evaluation should be used to improve the school's program. The evaluation plan should build in mechanisms for adjusting goals and objectives in the school's improvement efforts based on the evaluation findings. Evaluation results should measure the school's progress toward enabling all students to meet the state or local performance standards and associated benchmarks. Accountability results must be made available to the community, and individual results must be shared with parents concerning the progress of their children.

3. The Relationship among Coordinated Compliance Reviews, Audits Processes and Schoolwide Status

The California student accountability system has been revised to create greater local accountability for student results. The Coordinated Compliance Review (CCR) and state/local processes reflect Schoolwide requirements for schools at varying stages of becoming/implementing a Schoolwide process. For example, if a school is in the planning stages, emphasis will be placed on planning activities (e.g., stakeholder involvement, technical assistance, etc.). If a school is authorized to implement a Schoolwide Program, both the Coordinated Compliance Review and local independent auditors have been directed to assess the extent to which the school is implementing the locally approved Schoolwide Program Plan, (e.g., are the general purposes of these programs being met?), rather than conducting an item by item program review. See Attachment J.

According to the Federal Regulations for IASA dated July 3, 1995, ESEA/IASA schools operating a SWP shall not be required to identify particular children (e.g. match children to funding sources) or target students in relationship to those funding sources. However, Schoolwide funds, from whatever sources, must be used to supplement, not supplant, general funds. This includes funds for services that are required by law for children with disabilities and children with limited-English proficiency.

It is important that SWP plans are coordinated with other existing processes such as the Local Improvement Plan (LIP), Program Quality Review (PQR), CDE/WASC Focus on Learning Joint Process and other school self-study improvement processes.

4. The Relationship between Schoolwide and the Local Improvement Plan (LIP)

Under ESEA/IASA, local school districts receiving state and federal categorical funds are required to submit a single comprehensive, multi-year plan. Because districts and schools work together closely, they should establish a reciprocal relationship to ensure that the support elements identified in school SWP Plans are reflected in district LIPs. Similarly, schools must be knowledgeable about district LIPs and district capacity to support their plans. Because Local Governing Boards both approve the Local Improvement Plan and school Schoolwide Program plans, the local Board has a key role in ensuring a good match between Schoolwide plans, professional development expectations and district capacity to support.

In closing, I want to wish you well with your Schoolwide Program and hope this memo and attachments will assist you with the process. It is important that the enclosed resources are utilized to the fullest, since this memo serves as an overview and is not a detailed description of Schoolwide. Please note that Attachments B and E must be returned at the appropriate times to CDE. If you have questions, please refer to Attachment F or call our staff at (916) 657-4685.

Enclosed Attachments

Attachment A- Steps To Becoming A Schoolwide Program
Provides in a summary form, the sequence of steps for becoming a Schoolwide Program.

Attachment B-Intent To Operate Schoolwide Program
Submission of this form is one of the first steps in becoming a Schoolwide Program. If you have already submitted the older version of this form you do not need to submit this form. If you have not submitted this form and intend to go schoolwide, please submit this form as soon as possible before you precede to the next step.

Attachment C-Statewide System of School Support
This is a description of the technical assistance available to schools as the planning process begins. It also provides information on the relationship of the leadership team to the Statewide System of School Support. A map of the Regional School Support and Improvement Centers, the regional component of the Statewide System of School Support, and a listing of Directors are also included.

Attachment D-Checklist for Planning Schoolwide Programs
This form can assist school leadership teams, school boards, etc. in reviewing plans to ensure that key Schoolwide Program features have been included.

Attachment E- Request For Authorization of Schoolwide Program
These forms must be returned to the California Department of Education after the plan is written and has been approved by the local school board. (The plan is not sent to CDE). The Request for Authorization provides a profile of the school and district approval information; the certification and signature pages provides evidence from the stakeholders about their involvement and attestation to the assurances, Section 1114 (B). When these pages are sent to CDE, an authorization letter will be sent to the district and school to begin implementation.

Attachment F- Key Contacts For Questions About Schoolwide Programs
This will provide planners with an up to date list of CDE staff who can provide information and answer questions on Schoolwide Programs.

Attachment G-Resources
This list provides leadership teams resources that can be useful in the development and implementation stages of Schoolwide Programs. (See also *A New Change*)

Attachment H- Questions and Answers
This updated question and answer section provides responses to the most frequently asked questions concerning SWP.

Attachment I-Salaries and Wages Charged to Federal Programs
This letter from CDE clarifies time accounting requirements for documenting use of federal and state revenues.

Attachment J-United States Department of Education-Schoolwide Programs
This section provides planners with updated Federal Guidance on Schoolwide Programs.

STEPS TO BECOMING A SCHOOLWIDE PROGRAM

1. District informs the school it meets the criteria (poverty level) to become schoolwide.
2. School (staff and parents) makes the decision to become schoolwide.
3. School establishes a School Leadership Team composed of representatives of all stakeholders (principal, teachers, other staff, parents, secondary students and community representatives).
4. School Leadership Team, in consultation with district, selects a school support team/technical assistance provider(s).
5. District submits the ***Intent To Operate Title I Schoolwide Program*** form (Attachment B) to the California Department of Education.
6. School Leadership Team with assistance from Statewide System of School Support and/or district/technical assistance provider(s) begin planning by conducting a comprehensive needs assessment.
7. School Leadership Team builds a comprehensive Schoolwide plan based on the needs assessment process with input, support and assistance from district, parents, community and technical assistance providers. (See Attachment D for a review format before submitting plans to the Local Governing Board.)
8. After being provided orientation/inservice to Schoolwide issues, the Local Governing Board reviews and approves the Schoolwide Plan.
9. District submits the ***Request for Authorization of Schoolwide Program*** (Attachment E) to the California Department of Education.
10. California Department of Education sends a ***Schoolwide Program Authorization Letter*** to the district.
11. Schoolwide Program officially begins.
12. Intensive, sustained support and improvement for high student results occurs.

Attachment B

Intent To Operate A Schoolwide Program

District & School Support Division
California Department of Education
P.O. Box 944272
Sacramento, Calif. 94244-2720
Attn: Dr. Ira Clark, Consultant
(916) 657-3371

This form must be completed by the district for each school that intends to operate a Schoolwide program. Refer questions to your ***Regional Statewide System of School Support Director*** *(see Attachment C).*

District Information CDS Code:_/_/ _/_/_/_/_/_/_/_/

(Please print or type information)

District:________________________

Mailing Address:____

Street City State Zip

Consolidated Program Director:____________________ Telephone: (__)________

Fax:(___)_______________ E-mail:___________________

Date

School Information

A. School______________________ Code:_/_/_/_/_/_/_/

Grade Levels_________ Enrollment/ADA:___________

(Circle one) Old Schoolwide (Chapter I) New Schoolwide (Title I)

Anticipated Schoolwide Program Implementation Date:__________

Low Income%________, as determined by *(check appropriate method(s) below)*:

__AFDC ___ Free/Reduced Lunch ___Combination ___Other____________

(Please identify)

Mailing Address____

Street City State Zip

Principal:________________________ Telephone(___)______________

B. Pursuant to IASA, Title I, Part A, Section 1117, each State Educational Agency shall establish a statewide system of intensive and sustained support for Title I schools, including Schoolwide Programs. Schools intending to operate a Schoolwide Program shall work with an external technical assistance provider. Please identify the technical assistance type and provider(s) the school will use *(see Attachment C for more information)*:

_ District Learning Support Team
___Statewide System of School Support
___Region XI, Northern California Comprehensive Assistance Center
___Parents
___Institutions of Higher Education

___ Regional School Support Team
___ Region XII, Southern California Comprehensive Assistance Center
___ Other Coaches/Consultants
___ Distinguished Schools
___ Other

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Improving America's Schools Act-1994

STATEWIDE SYSTEM OF SCHOOL SUPPORT-Title I

Definitions, Roles and Responsibilities

School Leadership Team: A broad based school community team, made up of teachers, principal, other school staff, parents and secondary students. The School Leadership Team is the core group responsible for developing a Schoolwide plan based on an comprehensive assessment process that reflects the needs of the entire school related to student performance. The team also provides the leadership in the implementation and ongoing evaluation of the plan. **A initial action of this team is to choose a School Support Team/Technical Assistance Provider(s).**

School Support Teams/Technical Assistance Providers

School Support Teams/ Technical Assistance Providers give technical assistance in completing the needs assessment, interpreting data, and writing and implementing plans based on the assessment data. School Support Teams/ Technical Assistance Providers also periodically review the progress of schools in helping children to meet the challenging content and performance standards, identify successes as well as problems in the design and operation of instructional programs, and recommend improvements to schools and districts. **An eligible school that desires to operate a Schoolwide Program must develop and implement the plan with the help of one or more of the following technical assistance providers.**

District Learning Support Team: A School Leadership team may choose a District Learning Support Team that is made up of experts within its district but is not part of the school that is requesting technical assistance. This type of support team may be mainly available in larger school districts that have a variety of experts and many schools.

Distinguished Schools: These are schools that have been identified as high performing schools by one or more of the following: California School Recognition Program (National Blue Ribbon Schools/Elementary and California Distinguished Schools Program/Secondary), California Title I Achieving Schools Program, and/or the Title VII Academic Excellence Program. These programs honor schools that demonstrate student results and are comprehensive, systemic, results-oriented programs. These schools may become partners/technical assistance providers with Schoolwide Programs.

Northern California Comprehensive Assistance Center (Region XI) and Southern California Comprehensive Assistance Center (Region XII): One of the responsibilities of these centers is to provide support and technical assistance to Schoolwide programs. The Region XI center is located in San Francisco and the Region XII center is in Los Angeles County.

Institutions of Higher Learning: IHEs are encouraged to become involved with Schoolwide schools as technical assistance providers. School Leadership Teams have the option of selecting an institution of higher education (colleges, universities, etc.) to provide assistance.

Regional School Support and Improvement Centers/Offices (RSSIC)

Regional centers/offices have been established by the California Department of Education in collaboration with the California County Superintendents of Schools Educational Services Areas (CCSESA). Regional Directors work on behalf of multiple counties in the service region. They coordinate services and facilitate training via the Regional School Support and Improvement Centers/ Offices. RSSICs may operate Regional School Support Teams. Each center has identified individuals to assist districts and schools. Team members may come from districts, county offices, institutions of higher education, etc., and other entities knowledgeable about working with students in high poverty schools.

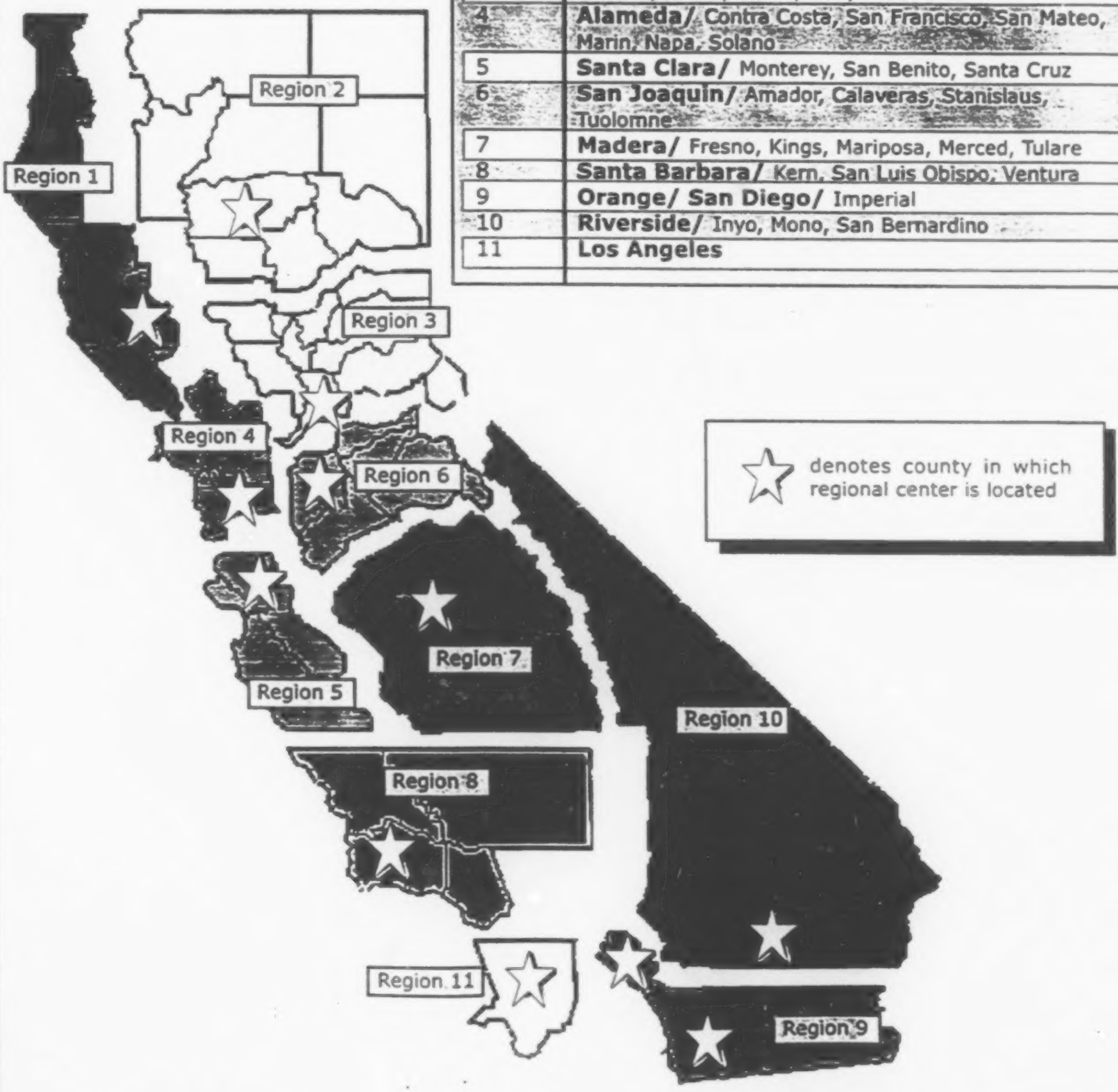
The purpose of the RSSICs centers/offices is to assist Title I schools. Priority is given to those who want to become, or are, Schoolwide. RSSICs provide technical assistance in the comprehensive needs assessment, planning, implementation and evaluation stages of the Schoolwide process. Activities of the centers/offices include: identifying technical assistance providers; building resource banks of providers; assisting school and districts in building support teams and/or accessing individual experts; matching technical assistance providers with school site needs; direct assistance and training to eligible Schoolwide program schools in needs assessment and plan writing, among other services. For information, see the directory, Attachment C, page 5.

State Coordinator: The California Department of Education Statewide System of School Support Coordinator is responsible for the overall management of the Statewide System of School Support (S4). The Coordinator works collaboratively with the directors of the regional centers/offices and the Local Education Agency (designated county offices) in order to insure statewide direction and support in the area of technical assistance to Schoolwide programs.

Statewide System of School Support (S4)

Regional School Support and Improvement Centers

Region	Regional Center/Counties in Region
1	**Lake/** Del Norte, Humboldt, Mendocino, Sonoma
2	**Tehama/** Butte, Glenn, Lassen, Modoc, Plumas, Siskiyou, Shasta, Trinity
3	**Sacramento/** Alpine, Colusa, Placer, El Dorado, Nevada, Sierra, Sutter, Yolo, Yuba
4	**Alameda/** Contra Costa, San Francisco, San Mateo, Marin, Napa, Solano
5	**Santa Clara/** Monterey, San Benito, Santa Cruz
6	**San Joaquin/** Amador, Calaveras, Stanislaus, Tuolomne
7	**Madera/** Fresno, Kings, Mariposa, Merced, Tulare
8	**Santa Barbara/** Kern, San Luis Obispo, Ventura
9	**Orange/ San Diego/** Imperial
10	**Riverside/** Inyo, Mono, San Bernardino
11	**Los Angeles**


Region 2
Region 1
Region 3
Region 4
Region 6
Region 7
Region 5
Region 10
Region 8
Region 11
Region 9
☆ denotes county in which regional center is located

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Attachment C
(page 5 of 6)

California Department of Education
Statewide System of School Support
Regional Directors

EA	Regional Director	Phone/Fax	Address	E-mail Address
OE	Nancy Todd	**(707) 263-6260** (707) 263-0197 Fax	1152 S. Main Street Lakeport, CA 95453	ntodd@pacific.net
a COE	Cindy Gappa	**(916) 527-5811 x 63** (916) 529-4120 Fax	1135 Lincoln Street Red Bluff, CA 96080-3198	cgappa@tcde.tehama.k12.ca.us
nento	Irma Hernandez Larin	**(916) 228-2651** (916) 228-2404 Fax	9738 Lincoln Village Drive Sacramento, CA 95827	ihernand@sac-co.k12.ca.us
da COE	Joan Davies	**(510) 670-4171** (510) 670-4573 Fax	313 W. Winton Avenue Hayward, CA 94544-1198	joan_davies@alameda-coe.k12.ca.us
Clara	Lorraine Becker	**(408) 453-6632** (408) 453-6905 Fax	1290 Ridder Park Drive, MC 237 San Jose, CA 95131-2398	Lorraine_Becker@sccoe.k12.ca.us
equin	Charles Vidal	**(209) 468-9056** (209) 468-9102 Fax	2901 Arch-Airport Road Stockton, CA 95213	cvidal@sjcoe.k12.ca.us

of Education
loor

Coordinator
pport Division
16) 657-3743
gov

California Department of Education
Statewide System of School Support
Regional Directors

Region	LEA	Regional Director	Phone/Fax	Address	E-mail Address
7	Madera COE	Carolyn Moshier	**(209) 673-6051 x 254** (209) 673-5569 Fax	28123 Avenue 14 Madera, CA 93638	cmoshier@maderacoe.k12.ca.us
8	Santa Barbara COE	Janis Cox-Millett	**(805) 963-7991** (805) 963-7245 Fax	723 Arbolado Road Santa Barbara, CA 93103	janiscox@aol.com
9	San Diego COE	Betty Walsh	**(619) 292-3518** (619) 576-9827 Fax	6401 Linda Vista Road, Rm. 622 San Diego, CA 92111	bwalsh@sdcoe.k12.ca.us
	Orange COE	Harriet Kelly	**(714) 966-4318** (714) 556-1045 Fax	200 Kalmus Drive Costa Mesa, CA 92628	harriet_kelly@ocde.k12.ca.us
10	Riverside COE	Antonia Zupancich	**(909) 788-6601** (909) 682-3947 Fax	P.O. Box 868 Riverside, CA 92502-0868 3939 13th St. Riverside, CA 92501	azupancich@internet.rcoe.k12.ca.us
11	Los Angeles COE	Concha Mora	**(562) 922-6333** (562) 940-1875 Fax	9300 Imperial Highway, Rm. 246 Downey, CA 90242-2890	mora_concha@lacoe.edu

California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, CA 95814

Jennifer A Bell, Ph.D., Coordinator
District and School Support Division
(916) 657-5250 Fax (916) 657-3743
E-mail jebell@cde.ca.gov

Attachment D
(page 1 of 5)

CHECKLIST FOR PLANNING SCHOOLWIDE PROGRAMS

Each Schoolwide Program is unique because the school must address the unique needs of the students in that school. Thus, Schoolwide Programs take many different pathways to success. Although programs vary in structure and content, the following eight features are common to most successful schoolwide programs.

1. An agreed upon vision for all students, based on high academic standards and adequate designs and plans to implement the vision;
2. A clear focus on academic achievement; including standards for student performance;
3. Extended planning and a collaborative program design;
4. A well-defined organization and management structure;
5. A strong professional community;
6. Cultural inclusiveness;
7. Parent and community involvement; and
8. Evidence of school and student success.

The following review of the Schoolwide Planning process reflects these eight features. We recommend that schools self-review their Schoolwide Plan against this checklist prior to taking the Schoolwide Plan to the Local Governing Board for review.

SWP Planning Checklist, cont.,

School _______________ District_________________ County_______________

1. **Background Information:**

(Student Populations)

____American Indian
____Migrant
____Other_______

_____GATE
____Special Education
____Other______________

_____Homeless
_____English Language Learners
Other________

Total Number of Students (ADA)________

Grade Span of School (e.g., K-6, 7-8, 9-12, etc.)________

Poverty Level (%)_________

II. **Schoolwide Process and Features:** Have each of the following been done?

1. **Stakeholders**: Teachers, administrators, parents, support staff, secondary students, community members, etc. are included in the planning and implementation of the schoolwide program and are members of leadership team.

Yes____ No____ Partially____

Comment____

2. **a. Technical Assistance:** Technical assistance provider(s) were from **outside** of the school and included information/orientation about all students, e.g. Migrant English Language Learners, and Homeless.

Yes____ No____ Partially____

Comment____

SWP Planning Checklist, cont.,

b. **School Boards** were provided an orientation on schoolwide, including meeting the needs of target populations, regulations and laws pertaining to schoolwide, the components that must be included in a schoolwide plan, etc. This orientation was provided **before** the Board read and approved the plan.

Yes____ No____ Partially____

Comment____

3. **Planning Time:** The School Leadership Team was provided enough time for planning. Meetings were held at times when parents/staff could attend. Support services e.g., transportation, child care, etc. were provided. **We recommend a minimum of one year of planning.**

Yes____ No____ Partially____

Comment____

4. **Comprehensive Needs Assessment:** Students' strengths and needs (academic/support service needs) were addressed as part of the needs assessment process in relationship to district standards. Multiple assessment processes and tools were used to identify students needs (e.g., achievement data, performance based tests, attendance, mobility patterns, health and social service needs that interfere with schooling, etc.)

Yes____ No____ Partially____

Comment____

SWP Planning Checklist, cont.,

5. **The Plan:** The Plan is comprehensive, built on the needs assessment and provides research based programs and strategies, services, and programs that will assist students to participate effectively in school and meet standards (e.g., addresses how the school will determine if those needs are met, etc.). There are processes/activities in the plan to insure that students who experience difficulty mastering any of the standards are provided effective, timely additional assistance, such as extended day, year, etc.

   Yes____ No____ Partially________________________________

   Comment____

6. **Professional Development:** The plan includes professional development activities that address the needs of all students. These activities are on-going and based on assessment of staff needs in relationship to how students will succeed in school, etc. and are directly linked to the instructional plan.

   Yes____ No____ Partially____

   Comment____

7. **Parental Involvement:** The plan includes strategies to increase parental involvement in the academic success of their children (e.g. family literacy services, parenting workshops, etc.). These activities are ongoing, held at times and places convenient for parents, translation is provided (if needed), transportation and child care is easily accessed, etc.

   Yes____ No____ Partially____

   Comment____

SWP Planning Checklist, cont.,

8. **Articulation Between Schools, Grade Levels, Service Providers:** The plan includes ongoing activities/processes that insure that all levels of information are being shared so that new strategies and resources will be put in place to insure successful transition for students from one grade level to the next. This includes strategies for assisting preschool age children in the transition from early childhood programs to schoolwide programs, etc.

   Yes____ No____ Partially____

   Comment____

9. **Monitoring and Evaluation:** The plan includes an ongoing monitoring and evaluation process to insure that the instructional strategies, professional development activities, etc. are contributing to the success of all students in school. The plan addresses how the school will provide individual/and group assessment/evaluation results on students, including an interpretation of those results to parents, etc.

   Yes____ No____ Partially____

   Comment____

This plan is ______Complete

______Needs Revisions in ________________________________

______Needs Complete Rewrite

Attachment E
(Page 1 of 5)

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

Please return original to:

California Department of Education
District and School Support Division
School Support Teams Unit
Dr. Ira Clark, Consultant
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 657-3371

S^4 Region No:____

County: ________________

Please print or type all information:

CDS Code:__/__/ __/__/__/__/__/__/__/

School: ______________________________

Code:__/__/__/__/__/__/__/

Grades: ______________________________

Enrollment: ________________

District: ______________________________

Address: ______________________________

District criteria used in ranking schools. Check (☐) one and include percentage.

☐AFDC% _____ ☐ Free/Reduced Lunch% _____ ☐ Combination% _____ ☐ Other% _____

Date of local board approval: ________________

Principal:______________________________

Telephone:______________________________

FAX:______________________________

E-Mail:______________________________

Consolidated Program Director:________________

Telephone:______________________________

FAX:______________________________

E-Mail:______________________________

District Superintendent:________________

Telephone:______________________________

FAX:______________________________

E-Mail:______________________________

SIGNATURES

Superintendent ______________________________

Principal ______________________________

School Leadership Team Representative ______________________________

School Site Council Chair ______________________________

Consolidated Program Director ______________________________

Statewide System of School Support ______________________________

Student (Secondary) ______________________________

Technical Assistance Representative ______________________________

Other ______________________________

Projected Starting Date of Schoolwide Program ________________

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

CERTIFICATION AND SIGNATURES

For those programs that are included in this Schoolwide Program plan, the undersigned certify that we have been involved in the planning of the Schoolwide Program plan. We certify that the attached IASA Section 1114 assurances have been reviewed, discussed, and adopted as required conditions for the operation of the Schoolwide Program.

Check (☒) programs addressed in the Schoolwide Program plan.

Federal Programs	Representatives' Signature (Required)
☐Title I, Part A-Improving Basic Programs Operated by LEAs	
☐Title I, Part B-Even Start Family Literacy	
☐Title I, Part C-Migratory Children (Migrant Parent)	
☐Title I, Part C-Migratory Children (Director or Designee)	
☐Title I, Part D-Neglected or Delinquent	
☐Title II, Eisenhower Professional Development Program	
☐Title III, Homeless Education McKinney Act	
☐Title III, Part A-Technology for Education	
☐Title III, Part B-Technology for Education	
☐Title IV, Part A-Safe and Drug-free schools	
☐Title V, Promoting Equity Women's Educational Equity	
☐Title V, Promoting Equity Magnet Schools Assistance	
☐Title VI, Innovative Education program Strategies	

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM
CERTIFICATION AND SIGNATURES

☐Bilingual Education, Language Enhancement and Language Acquisition Programs	
☐Title IX, Indian Education (Program Director/Coordinator or Indian Tribal Representative)	
☐Title IX, Indian Education (Parent)	
☐Title X, Programs of National Significance Fund for the Improvement of Education	
☐Title X, Programs of National Significance Javits Gifted and Talented Education	
☐Title XI, Coordinated Services	
☐Goals 2000	
☐On-site Pre-school Child Development Director	
☐Other	

Please Complete Information Below:

STUDENTS	NUMBER
American Indian	
GATE	
Homeless	
LEP/English Language Learners	
Migrant	
Special Education	

REQUEST FOR AUTHORIZATION OF SCHOOLWIDE PROGRAM

Check (☒) programs addressed in the schoolwide plan.

☐ School Improvement Program (SIP)
☐ School-Based Coordinated Program (SBCP)
☐ Economic Impact Aid/Limited English proficient (EIA/LEP)
☐ Economic Impact Aid/State Compensatory Education (EIA/SCE)
☐ Special Education
☐ State Preschool
☐ Health Services
☐ Food and Nutrition
☐ Other ____________________

Each Schoolwide Program school must receive technical assistance in their needs assessment and Schoolwide plan. To meet IASA requirements, please check entities who have provided technical assistance.

PLEASE IDENTIFY BY NAME THE LEAD PROVIDER FOR EACH BOX CHECKED BELOW:

☐ Internal Local Educational Agency/District Learning Team ____________

☐ Regional School Support Team ____________

☐ Distinguished Schools ____________

☐ Region XI, Northern California Comprehensive Assistance Center ____________

☐ Region XII, Southern California Comprehensive Assistance Center ____________

☐ Coaches/consultants (Accelerated Schools, PQR, Critical Friends, etc.) ____________

☐ Institutions of Higher Education (IHEs) ____________

☐ Other ____________

REQUIRED ASSURANCES TO THE STATE

Reference Section 1114 (b)

- The school services an eligible school attendance area in which not less than 50 percent of the children are low-income families.
- The school has received high quality technical assistance and support from providers of assistance such as a comprehensive technical assistance center, regional laboratories, institutions of higher education, educational service agencies, or other local consortia.
- A participating school shall use funds only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school.
- A schoolwide program shall include these components:

A. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State content standards and the State student performance standards described in Section 1111 (b)(1).

B. Schoolwide reform strategies that --

1. Provide opportunities for all children to meet the State's proficient and advanced levels of student performance described in Section 1111(b)((D).
2. Are based on effective means of improving the achievement of children.
3. Use effective instructional strategies, which may include the integration of vocational and academic learning (including applied learning and team teaching strategies), that --.
   - Increase the amount and quality of learning time, such as providing an extended school year and extended school day opportunities, to help provide an enriched and accelerated curriculum.
   - Include strategies for meeting the educational needs of historically under served populations, including girls and women.
   - address the needs of all children in the school, but particularly the needs of children who are members of the target population of any program included in the Schoolwide program.

C. Instruction by highly qualified professional staff.

D. In accordance with Section 1119(a)(5), professional development for teachers and aides, and, where appropriate, pupil services personnel, parents, principals and other staff.

E. Strategies to increase parental involvement such as family literacy services.

F. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, or a State-run preschool program, to local elementary school programs.

G. Measures to include teachers in the decisions regarding the use of assessments described in Section 1112(b).

H. Activities to ensure that students who experience difficulty mastering any of the standards required shall be provided with effective, timely additional assistance. Section 1111(b).

A participating school in consultation with the LEA and its technical assistance provider shall develop a comprehensive plan for reforming the total instructional program in the school. Section 1117.

CALIFORNIA DEPARTMENT OF EDUCATION CONTACTS FOR QUESTIONS ABOUT SCHOOLWIDE PROGRAMS

Assessment
Tej Pandy
(916) 323-5261

Consolidated Programs and Information Management

1. **General Questions**
   Jeffrey Zettel
   (916) 657-4332

2. **Consolidated Application**
   Regional Analysts
   (916) 657-2973

3. **Funding**
   Judith Bell
   (916) 323-5833

Charter Schools
David Patterson
(916) 657-5142

Coordination of Services (Regional Level)
Regional S4 Directors
Map/Directory (Attachment C, pages 1-6)

Letters of Intent/Authorization Forms For Schoolwide
Ira Clark
(916) 657-3371

Homeless
Doug McDougall
(916) 653-4908

Management of Statewide System of School Support (S4)
Jennifer Bell
(916) 657-5250

Migrant Education/Title I
Peggie Rodriguez
(916) 653-1327

Ranking/Waivers
Cliff Rudnick
Consolidated Programs and Information
Management Unit
(916) 657-3277

Standards, Assessments and Accountability
Robert Anderson
(916) 657-3011

Program Improvement
Lucille Gonzales
(916) 657-4555

Program Quality Review/Focus on Learning Process for CDE PQR and WASC Accreditation

K-8	Basha Millhollen	(916) 657-2741
9-12	Judi Brown	(916) 657-5447

RESOURCES

Publications

An Idea Book: Implementing Schoolwide Projects. USDE (Policy Study Associates, 1994. Available from the California Department of Education, (CDE) Publications Sales Office.
(1-800) 995-4099.

Educators Supporting Educators. by Margery B. Ginsberg, Joseph F. Johnson Jr., and Cerylle A. Moffett. Available through ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1453.

Federal Register, Part VII, Helping Disadvantaged Children Meet High Standards; Final Rule, July 3, 1995(available for purchase through the CDE District/School Support Division (916) 657-2577).

Ideas for Implementing the Title I Parent Involvement Requirements.1996 (Available through the CDE District/School Support Division (916) 657-5250).

Improving America's Schools Act of 1994, Title 1 Part A and Title XIV General Requirements (available for purchase through the CDE District/School Support Division (916) 657-2577).

Preliminary Guidance for Migrant Education Program, Title 1, Part C, Part C, As Amended by the Improving America's Schools Act of 1994, U.S. Department of Education (available through your Migrant Education Regional Office).

Promising Practices and Programs for Improving Student Achievement (A Sample of Effective Student-based and Program-specific Strategies), by Jennifer A. Bell;(District and School Support Division, (916) 657-5250).

Title I, Part A, Policy Guidance, Improving Basic Programs Operated By Local Educational Agencies, U.S. Department of Education, April 1996 (available through (CDE) Publications Sales Office).

Title I Times (National Association of State Coordinators of Compensatory Education: EFA Press, 2619 Yuba Avenue, El Cerrito, CA 94530) $25 quarterly

Yes, We Can: Effective Practices In Achieving Compensatory Education Schools , Volumes III, IV and V, California Department of Education (Call District and School Support Division (916) 657-3144 for more information).

Challenge Toolkit: Family-School Compacts (available through CDE Publications Sales Office).
Challenge Toolkit: Site-Based Management (available through CDE Publications Sales Office).

Vist us on our website at http://www.cde.ca.gov/iasa/

California Comprehensive Assistance Centers

Region XI-WestEd, (1-800) 645-3276 (Serving Northern California)
Region XII Center, (310) 922-6111 Ext. 6343 (Serving Southern California)

QUESTIONS ON SCHOOLWIDE PROGRAMS

1. Q. ***Why is the comprehensive needs assessment so important?***

   A. The needs assessment process for SWPs requires a higher level of effort than previous Title I needs assessments because it focuses on the entire school rather than exclusively on the needs of the educationally disadvantaged. The information yielded will determine the strategies for restructuring the school to help students meet content and performance standards.

2. Q. ***Who needs to be involved in schoolwide planning and implementation?***

   A. Representatives (stakeholders) from staff, parents, community and students (at the secondary level) need to be involved. In addition, a school support team/technical assistance providers are also required as part of the new law. Representatives from the school's funding sources and agencies/organizations representing transitional links (e.g. Head Start) are also to be providing input and be involved. Wide participation will allow for the development of a common base of understanding and commitment.

3. Q. ***Can an LEA establish its own School Support Teams?***

   A. Yes, the team must provide high quality technical assistance that builds on the relationships of "outside" assistance as appropriate. We recommend that the S4 Director in your area be contacted (see Attachment C) for training resources for the school support team.

4. Q. ***When can a school begin to operate as a schoolwide program after the school support team/technical assistance providers and the school completes the comprehensive needs assessment and schoolwide plan?***

   A. A school may begin to operate as a SWP when (a) the plan is approved by the local school board, (b) the Request for Authorization is completed, and the Certification of Assurances is signed and submitted to CDE, and (c) an Authorization Letter has been received from CDE.

5. Q. ***If a school is eligible to be a SWP, must it become one or is it optional?***

   A. The district is required to inform any school that meets the poverty criteria of the **option** to become SWP. However, **the school makes the decision** about whether to implement a SWP based on discussion and consensus with staff and parents.

6. Q. ***When should the schoolwide program develop its budget?***

A. The SWP budget should be developed after the program is conceptualized. The budget supports the program rather than the other way around. For accounting purposes, a line item budget should be developed to show how each funding source is being used. (See Attachments I and J for further information)

7. Q. ***Can Migrant Education funds and/or other resources be combined with other funds to serve migrant and non-migrant students in a schoolwide model?***

A. Yes, but combining migrant funds or other funding sources is done in consultation among the School Leadership Team and the appropriate funding source stakeholders. For example, as part of the planning process, if in consultation with the Migrant Education Regional office and district, the School Leadership Team determines it is in the best interest of the migrant students not to combine Migrant Education funds in a schoolwide model (e.g. support needs are so great and/or present delivery system works well) then funds do not need to be combined.

8. Q. ***What if there are only a few categorically funded students, (in addition to Title I) at a school? Does a school still need migrant representation,(e.g., Migrant, Special Education, American Indian) in planning a schoolwide program?***

A. Yes, all programs at a school are to be represented as part of the planning for the needs of all students. It is important to collaborate closely with the stakeholders to ensure that these students' needs are being addressed and met in the plan. In addition, the intent of the new law is to address the needs of the target populations (including migrant students). It does not matter if there is one student or a "few" students. All program representatives need to be part of the planning and implementation stages of schoolwide.

9. Q. ***May Title I funds be used to meet the needs of English Language Learners students in a SWP?***

A. A schoolwide program is to upgrade the entire instructional program for all children, including English Language Learning (ELL) students. They will benefit from the program design.

Reminder: Title I funds should **supplement,** and not **supplant,** those funds and services that are required to be available to ELL student by other laws and regulations. ELL funds may be coordinated as part of an SWP.

10. Q. ***In a school receiving School Improvement funds, what is the relationship between the School Leadership Team (schoolwide), and an existing body such as the School Site Council (SSC)?***

A. The School Leadership Team (see Attachment C) works with the School Site Council. Schools receiving School Improvement Funds and schools participating in the School Base Coordinated Program are required to establish a School Site Council (SSC). The SSC is the governing body at the school with the authority to make decisions regarding the school's budget, and is responsible for developing, implementing, and monitoring the school's improvement plan. The SSC is authorized only to make decisions over state funds in the school's budget. When a school becomes eligible to participate in Schoolwide Program, it must establish a School Leadership Team, which has the authority to make decisions over the federal funds that are combined in the Schoolwide Program plan. Both need to receive technical assistance from the school support team/technical assistance providers in order to conduct a comprehensive needs assessment and develop a schoolwide plan for all students. Ideally, the staff would agree to a combined team.

Regardless of what approach is taken, the School Leadership Team needs to work closely with the School Site Council to ensure that any existing plans and/or important elements of the plans are reviewed and incorporated into the Schoolwide Plan as part of the needs assessment process. This is also recommended for any other existing groups/organizations at a school site.

11. Q. ***May a district use one low-income measure to identify/rank participating schools and a different low-income measure to make schools eligible for SWP?***

A. Yes. The district must use one consistent low-income measure to identify schools to participate in the Title I program. However, once a school is slated to participate, a different low income measure may be used to qualify the school for SWP status (e.g. If, based on the LEA low-income measure, school X is ranked high enough to receive Title I funds, but does not meet the 50 percent requirement for SWP, another measure may be used for the sole purpose of changing that school's status from Targeted Assistance to SWP). This change in status will not alter the low income count for funding purposes.

12. Q. ***Can the 50 percent low-income measure for FY 1996-97 and beyond be waived?***

A. All districts have received a complete waiver packet from the USDE. There is a great deal of flexibility allowed in the new law for reasonable requests, but districts must show that students in a SWP school will receive a better educational program than they would in a targeted assistance setting. Waiver requests are made to the USDE, but should be sent to the District and School Support Division at CDE, as the State Education agency is requested to comment. Waivers are expected to take 60 days at the USDE level.

13. Q. ***How can a Title I Schoolwide Program (SWP) ensure that all students are provided integrated and coordinated programs based on student needs and educationally sound and legally acceptable educational practices?***

A. The comprehensive needs assessment conducted with broad-based participation, is the key to ensuring that Schoolwide Program schools provide coordinated and educationally sound programs to meet the needs of all students at the site. Research-based programs that promote whole-school reform or research-based programs that focus on improving student achievement in specific curricular areas (e.g., reading) should be reviewed and studied by the School Leadership Team to determine their suitability for adoption at the school site.

14. Q. *May Title I funds be used to reduce class size?*

A. Yes, but only in schools operating Schoolwide Programs (SWP).

It is important to note that schools with SWPs must first establish comparability before Title I funds may be used for class size reduction. This may be done by making comparisons either on a district wide or grade span basis. The comparison is made between schools receiving Title I funds and those not receiving Title I. This comparison is done to determine a base level of funding for each school, which includes comparing the average number of students per instructional staff or the average staff salary per student. Since comparability is measured without consideration of Title I funds, it is very unlikely that a district would be able to reduce class size in a non-Title I school with out a comparable reduction in all Title I schools. Thus if Title I SWP funds are used to reduce class size, it would be to further reduce class size to below 20-1.

15. Q. ***If Title I funds in a Schoolwide Program school are used to further reduce class size below what is provided with state funds, must all teachers meet the authorization requirement for serving ELL students?***

A. Yes, all teachers who are expected to provide direct instruction to ELL students (L1, ELD, SDAIE) must hold the appropriate authorization or be fully engaged as teachers-in-training for the authorization.

16. Q. *May Title I maintenance of effort or comparability of services be waived to reduce class size?*

A. No, federal legislation under IASA stipulates that districts may not waive comparability of services and maintenance of effort. The intent of the federal law is that comparability of services must be assured so that each student in the district receives a quality educational program from qualified teachers. In addition, districts must maintain consistent educational effort for Title I students from year to year. To further clarify these mandates, the following definitions are provided:

Comparability of services [P.L. 103-382, Section 1120 A (c). In general, are services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. If the district is not serving all schools with Title I funds, such districts will use state and local funds to provide services that are substantially comparable in each school. The district may meet the requirements of comparability if it has (1) a district wide salary schedule; (2) a policy to ensure equivalence among schools in teachers, administrators, and other staff; and (3) a policy to ensure equivalence among schools in the provision of curriculum and instructional supplies.

Maintenance of effort [P.L. 103-382, Section 1120 A (a)], is a comparison of the fiscal effort per pupil or the aggregate expenditures of district and state funds in regard to the provision of the core program from its previous year to the fiscal effort of the same school in the next year. The fiscal effort must not be less than 90% of the previous year. Each district has the responsibility to maintain this effort unless there are exceptional or uncontrollable circumstances.

17. Q. ***Is there a minimum documentation requirement for an employee funded solely (100%) from a single federal categorical program or cost objective?***

A. Yes, if an employee is funded solely (100%) from a single federal categorical program or cost objective, the minimum requirement for documenting salary or wages is a semi-annual certification by the employee that he/she worked solely on the federal categorical or cost objective. The certification must be signed by the employee or by the supervisor having first hand knowledge of the work performed. [A-87, Section 11 (h) (3)].

When a Schoolwide Program (SWP) is in place, LEAs may use Improving America's School Act (IASA) Title I funds in combination with other federal funds, and state and local general purpose funds, in order to upgrade the entire educational program in a school (Title I, Part A, Subpart 1, Section 1114). An employee working solely on a SWP is considered to be funded from one cost objective and the semi-annual certification is sufficient for time accounting. (See Appendix I)

It is important that each person responsible for salaries and wages charged to federal programs become familiar with circular A-87. See Appendix I for further discussion.

Attachment J

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OCT 10 [illegible]

SCHOOLWIDE PROGRAMS

DEPARTMENT OF EDUCATION
UNITED STATES OF AMERICA

SCHOOLWIDE PROGRAMS

CONTENTS

Introduction 1

What is a schoolwide program? 2

What advantages do schoolwide programs offer? 3

Which schools are eligible to operate schoolwide programs? 4

How does a school become a schoolwide program? 5

School-level decisionmaking 6

Essential components of schoolwide programs 6

Addressing needs of all children 10

- "High standards for all" 10
- Safeguards 11
- Migrant funds 11
- Indian Education funds 12

Planning for success 12

- Development of plan 12
- New kinds of planning 13

Schoolwide support and assistance 14

- School support teams 15
- Distinguished educators, distinguished schools, and alternative approaches 15
- Examples 16

Accountability 18

Combining other Federal funds in a schoolwide program 18

Examples of successful schoolwide programs 26

Federal Register Notice - September 21, 1995 [Notice exempting schoolwide programs under Part A of Title I from statutory or regulatory requirements of other Federal education programs]

A book entitled, An Idea Book for Educators: Implementing Schoolwide Projects, was prepared for the U.S. Department of Education. This book is a resource for policy-makers and practitioners, designed to show how local initiative and determination can become a foundation on which to plan future programs to ensure that all children meet high academic standards. The book also includes profiles of 12 elementary schoolwide programs along with information for readers to contact the schools if further information is wanted. Copies of some of these profiles are included at the end of this section. To obtain a copy of this book, call (202)401-0590.

Snively offers free GED/ABE classes for adults in the community, which drew 130 students last year. More than 100 adults also participated in an ESL class, and some recent adult graduates are now planning to attend college. "All we ask is for parents to be an active participant with their child," says the principal. "This has encouraged them to go to GED and ABE [adult basic education] and to understand the importance of school."

Snively's other efforts to become what the principal calls "the ultimate community school" include providing a state-funded community clinic that offers immunizations, physical exams, and other services by state health department workers. The Community Aggressive Reclamation Effort (CARE), a state-funded program that targets local communities with severe needs, also has designated Snively as the location for a new community recreation center that will include a park with restrooms, lights, and playing fields.

EVIDENCE OF SUCCESS

More than half the students at Snively score above the 50th percentile on nationally standardized tests. Between the 1991-92 and 1992-93 school years, students across grades 2-6 showed an average NCE gain of 9.9 in reading, compared with an average 4.7 NCE gain for other Chapter 1 programs in the district. Snively students in the same grades had an average gain of 7.4 NCEs in mathematics. The gain was most dramatic in the third grade. Seventy-one percent of Snively's first-graders meet district standards, compared with 48 percent in other schools. A high percentage of parents and teachers responding to a school survey said that administrators believe that all children can learn. Most teachers and parents also agreed that school rules and expectations are clearly defined and communicated daily through home visits, letters, conferences, and meetings. In 1992-93, the U.S. Department of Education recognized Snively among schools having effective compensatory education programs.

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Attachment 1

DELAINE EASTIN
State Superintendent of Public Instruction

CALIFORNIA
DEPARTMENT
OF
EDUCATION
721 Capitol Mall
PO Box 944272
Sacramento, CA
94244-2720

August 28, 1997

TO: County and District Superintendents
County and District Chief Business Officers
County and District Administrators of Categorical Programs

FROM: Robert W. Agee, Director
School Business Services Division

SUBJECT: Salaries and Wages Charged to Federal Programs, Pursuant to Office of Management and Budget Circular A-87

The Office of Management and Budget (OMB) has revised Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, which establishes the principles and standards for determining allowable costs to federal programs. OMB Circular A-87 applies to all local education agencies (LEAs) in California receiving federal funds, and was effective "for all awards or amendments, including continuation or renewal awards, made on or after September 1 1995." For all practical purposes, California's LEAs were subject to the revisions beginning with the 1996-97 fiscal year.

We urge you to obtain a copy of Circular A-87 (hereafter referred to as A-87) and to familiarize yourself with the requirements. Because so many of the educational programs offered by California's LEAs are enhanced by a mix of federal and state categorical funding, it is very important that all personnel involved in the education of California's children--educators, program administrators, school business office staff, etc.,-- be familiar with the requirements for substantiating costs associated with these programs. Attachment A provides information on how to obtain a copy of A-87.

The purpose of this letter is to provide you with our best advice on efficiently handling the salary and wage documentation requirements of A-87; we know there is confusion about the level of back-up documentation that must be maintained for supporting the costs of salaries and wages charged to federal programs. Also, we want to alert you to the need for corrective action for 1996-97 to ensure that adequate salary and wage documentation is maintained.

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DOCUMENTING SALARY AND WAGE COSTS

Section 11 (h) of Attachment B of A-87 specifies the standards for documenting the costs of salaries and wages for federal reimbursement. These standards regarding time distribution are *in addition* to the standards for payroll documentation. Again, we urge you to familiarize yourself with this section of A-87, because those at the local level are in the best position to determine the applicability of the requirements to their own particular circumstances. We find that, in general, the level of detailed back-up support needed for accounting for the time spent by an employee is determined by whether an employee is funded from a single federal categorical program or cost objective, or funded from more than one federal categorical program or a mix of federal and state programs or cost objectives. (A-87 defines "cost objective" as a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred. For purposes of supporting salary and wage expenditures, we consider a cost objective as allowing various funding sources to be pooled for a common objective, and then charging the expenditures to the pooled funding without identifying the expenditures to the specific revenue sources.)

How an employee is funded determines if the documentation of the employee's time spent on federal programs can be done by a certification, or if the documentation needs to be more detailed, in the form of a personnel activity report or equivalent documentation. (Personnel activity reports are discussed in the section *How Salaries and Wages Are To Be Documented* beginning on page 4 of this letter.)

- Employees Funded from a Single Federal Categorical Program or Cost Objective

  1. If an employee is funded solely (100%) from a single federal categorical program or cost objective, the minimum requirement for documenting salary or wages is a semi-annual certification by the employee that he/she worked solely on that federal categorical or cost objective. The certification must be signed by the employee or by the supervisor having first hand knowledge of the work performed. [A-87, Section 11 (h) (3)]

  2. Whenever a Schoolwide Program (SWP) is in place, LEAs may use Improving America's Schools Act (IASA) Title I funds in combination with other federal funds, and state and local general purpose funds, in order to upgrade the entire educational program in a school (Title 1, Part A, Subpart 1, Section 1114). An employee working solely on a SWP is considered to be funded from one cost objective, and a periodic certification is sufficient for time accounting.

     ♪ Note: California's School Based Coordinated Programs (SBCP) combine several state categorical programs in a manner similar to, *but not identical to*, SWP. Several statutory differences between the state law concerning SBCP and the federal law regarding SWP, such as in the area of governance, prevent the commingling of SBCP with SWP as a single cost objective at a particular school site. Currently, if an individual is partially funded by SWP and partially funded under SBCP, this individual must prepare a personnel activity report. (See discussion below about *Employees Funded From More Than One Categorical Program Source or Cost Objective.*) The California Department of Education (CDE) is looking into the possibility of seeking legislation to allow the SBCP to be combined with the SWP as a single cost objective, which would reduce the instances of employees having to prepare personnel activity reports.

- **Employees Funded From More Than One Categorical Program Source or Cost Objective**

Whenever an employee works in more than one categorical program or cost objective, and at least one of the sources is federal, the distribution of the employee's salary must be supported by a personnel activity report (see section beginning on page 4 on *How Salaries and Wages Are To Be Documented*) or equivalent documentation. [A-87, Section 11 (h) (4)]

The requirement to document the employee's time with a personnel activity report or equivalent documentation is triggered by the following funding combinations:

- The employee is funded by more than one federal categorical program source, and the funding is not combined in a SWP
- The employee is funded by a mix of federal and state categorical program funding sources
- The employee is funded by a mix of federal categorical programs (other than SWP) and general purpose funding sources

A-87 allows for substitute systems which use sampling methods that meet statistical sampling standards for allocating salary and wages to be used in place of a personnel activity report [A-87, Section 11 (h) (6)]. Substitute systems must be approved by the cognizant Federal agency. At this time, California does not have statewide approval for a defined substitute system which could be adopted by the LEAs. CDE is currently negotiating with the United States Department of Education (USDE), the cognizant agency, and until a plan is approved, LEAs should follow the guidance provided in this letter.

The key is that whenever federal funding is used to fund an employee's salary (unless the employee is 100% funded from only one federal source or in a Schoolwide Program, or covered under a Substitute System, as noted above), the time the employee spent working on federal projects must be documented with a personnel activity report or equivalent documentation.

To help you sort out when a certification or a personnel activity report is required, we have attached examples of different funding configurations to this letter, and included the documentation requirements in each case. (See Attachment B.)

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HOW SALARIES AND WAGES ARE TO BE DOCUMENTED

A-87 requires Personnel Activity Reports or Equivalent Documentation to support the costs of salaries and wages charged to federal programs. [A-87, Section 11 (h) (4)]

The intent of a personnel activity report is to document the employee's certification of work actually performed in each categorical program or cost objective during the month. The personnel activity report may be as detailed as a time sheet that identifies the employee's activity on a daily basis by hours, or it may be as simple as a report of the total hours or percentage of hours spent in each categorical program or cost objective for the month. The level of detail can generally be determined by the diversity and variation of the employee's work activities. A-87 requires that personnel activity reports or equivalent documentation meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee,
- Account for the total activity for which each employee is compensated,
- Be prepared at least monthly and coincide with one or more pay periods,
- Be signed by the employee.

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for charges to federal awards but may be used for interim accounting purposes.

From the results of the personnel activity reports, a quarterly comparison of actual costs to budgeted distributions must be made. Then, at least quarterly, budgeted estimates or distributions are revised, if necessary, to reflect the results of the personnel activity reports In this manner, program budgets are reconciled with the employee certifications of time spent on the programs.

We have attached a Sample Personnel Activity Report, based on a sample obtained from USDE, which may help you in designing your own instrument for capturing the required documentation. (See Attachment C.)

♪ **Note of caution: this sample form will work well in those situations where an employee's time spent on federal programs is fairly predictable and doesn't vary much during the month. However, for those employees whose time is unpredictable and varies significantly from day to day, a more detailed personnel activity report than the attached sample may be appropriate. Keep in mind that hourly time accounting is the most acceptable method to auditors, and that the safest approach is always to provide more documentation, rather than less.**

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CORRECTIVE ACTION PLAN FOR 1996-97

ue to the confusion over the new federal employee time reporting requirements, some LEAs y not be in compliance for the 1996-97 fiscal year. CDE suggests that the following corrective ction plan be used for 1996-97:

1. Document by a memo that your LEA was unaware of or unclear as to the new time reporting requirements under A-87. Explain that a plan is in place to ensure compliance effective July 1, 1997. This memo should be signed by both the business official and the program administrator(s) and kept on file as part of your auditable records.

2. Determine which employees should have met the time documentation requirements in 1996-97. Employees who were wholly funded by a single federal categorical program or cost objective were required to file a semi-annual certification. However, employees who were funded by more than one federal categorical program or who were funded by a mix of federal and other funding sources were required to maintain personnel activity reports. For these employees, obtain the following documentation:

   - **Semi-annual certifications for single funded federal categorical employees:** Obtain two certifications from the employees, one covering the first half of the year, and the second covering the second half of the year, stating that the employees spent 100% of their time on the single federal program that funded the employees. If an employee is unavailable, have the employee's immediate supervisor prepare, sign and date the certifications. We suggest that LEAs do not backdate the certifications.

   - **Personnel activity reports for multi-funded employees:** Request that multi-funded employees prepare monthly personnel activity report estimates, using employee calendars or other documentation. These estimates should be prepared for at least the last three months of the school year. Have the employee sign a statement that these estimated monthly personnel activity reports were prepared to the best of their ability and recollection of the duties they actually performed for the time period covered. If an employee is not available to complete these estimates, the employee's immediate supervisor should do so, signing a statement that the estimated monthly personnel activity reports were prepared to the best of his/her ability and recollection of the duties the employee actually performed, and that the employee was not available to prepare and sign the estimates. Again, we suggest not backdating the certifications.

3. Based on the results of personnel activity reports for multi-funded employees, prepare a journal entry to properly distribute these expenditures (both salaries and benefits) to the affected programs. This journal entry is to correct budgeted allocations of salaries and benefits to reflect the actual time spent by employees who worked on the federal programs.

For the future, inform all employees of the time reporting requirements, and implement a plan to ensure that your LEA is in compliance with the requirements commencing with the 1997-98 fiscal year. Assign an employee to gather and periodically file the necessary time reporting documents.

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Future CDE Efforts Regarding Time Accounting

CDE is confident that other concerns and issues about the requirements of A-87 will be raised in the future. Our immediate focus with this letter is to try to help you understand the requirements for documenting salaries and wages for federal programs, so that no LEA is put in the position of having to return funds because adequate back-up supporting documentation was not maintained. We will be working on other areas of continuing concern that will minimize the problems and paperwork LEAs may encounter. We see the following as areas for us to pursue:

- Continue our negotiations with USDE, the cognizant agency, to devise an acceptable Substitute System (or systems) that LEAs could use in place of personnel activity reports or equivalent documentation,
- Seek state legislation to allow LEAs to combine state categorical programs, such as those under a SBCP, with the federal SWP, into a single cost objective, which could reduce the instances of employees having to prepare personnel activity reports to account for their time,
- Continue to respond to the need of LEAs for guidance and advice in the areas of time and cost accounting.

CONTACTS

If you have questions concerning OMB Circular A-87 and the requirements for documentation and accounting of employees' time for federal categorical programs, please contact the Office of Financial Accountability and Information Services at (916) 322-1770 or send an e-mail message via the Internet to:

faisinfo@smtp.cde.ca.gov

Please note that this letter has been posted to the Fiscal Crisis and Management Assistance Team bulletin board system and the California Department of Education Internet Web Site:

http://www.cde.ca.gov/ftpbranch/sbsdiv/

RWA:JS:nj 97-1705.00

Attachments

Notice

To the extent that this letter contains guidelines in addition to recitation of the law, the guidelines are exemplary only and compliance with them is not mandatory.

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ATTACHMENT

INFORMATION FOR ORDERING A-87

A copy of Circular A-87 is contained in the 1996-97 State Controller's audit guide, *Standards and Procedures for Audits of California K-12 Local Educational Agencies*; this document is supplied to LEAs. Additional copies can be purchased for $30 each by calling (916) 445-7886, or by writing to:

The State Controller's Office
Division of Audits
Attention: Victoria Uyeda
P.O. Box 942850
Sacramento, CA 94250-5874

Also, Office of Management and Budget circulars can be ordered from OMB by calling (202) 395-7332, or by writing to:

Office of Management and Budget
EOP Publications
Room 2200, NEOB
725 17th Street, NW
Washington, DC 20503

On the Internet, OMB circulars can be accessed from the OMB Web Site:

http://www.whitehouse.gov/WH/EOP/omb

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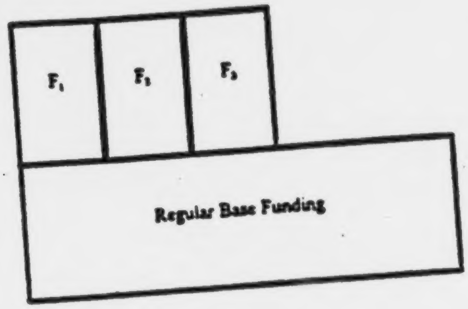
EXAMPLES OF TIME ACCOUNTING REQUIREMENTS UNDER DIFFERENT FUNDING CONFIGURATIONS

School A

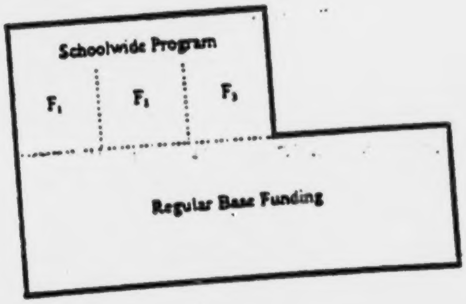
School A has three federal categorical programs, F_1, F_2, and F_3, which supplement the school's regular base funding. All categorical employees are multi-funded, either by more than one federal categorical or by a federal categorical and other general purpose revenues (regular base funding).



Requirements:
In this example, all of School A's categorical employees are required to provide personnel activity reports for their total work time at least monthly, because they are funded by either two or more federal programs or by a federal program and by the general purpose revenues.

School B

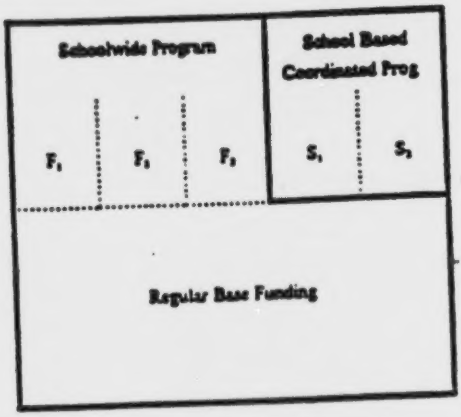
School B has been approved as a Schoolwide Program (SWP) school. It has the same three federal categorical programs supplementing its regular base funding. In its SWP plan, School B has combined F_1, F_2, and F_3 and its regular base funding into a single cost objective.



Requirements:
In this example, employees working solely at the School B site do not need to prepare personnel activity reports; semi-annual certifications are sufficient. However, an employee who works at the School B site, and works on *other* activities at another site, would be required to prepare a personnel activity report.

School C

School C has been approved as a SWP school, and has combined its regular base funding with its three federal categorical programs, F_1, F_2, and F_3, in its Schoolwide Program (SWP) plan. School C also has two state categorical programs combined into a School Based Coordinated Program (SBCP).


Schoolwide Program
School Based Coordinated Prog
F_1
F_2
F_3
S_1
S_2
Regular Base Funding

~~Requirements~~:
In this example, School C employees working solely on the SWP do not need to prepare personnel activity reports; semi-annual certifications are sufficient. However, if employees are funded under the SWP cost objective in combination with the SBCP or other activities, they would be required to prepare personnel activity reports.

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ATTACHMENT C

Sample Personnel Activity Report

Period Ending (1) ____________________ Fiscal Year ____________________

Name ____________________ Division or Department ____________________

Account Description	Account Number	Percent of Effort
Project: A		30
B		30
C		30
Administration		5
Cost Sharing		5
	Total Effort	100%

~~I hereby certify~~ that ~~this report~~ is ~~an after-the-fact~~ determination of actual effort expended for the period indicated and I have full knowledge of 100% of these activities.

____________________	____________	(2) ____________________	____________
Employee	Date	Responsible Official	Date

(1) - Report must be prepared at least monthly and coincide with one or more pay periods.

(2) - Supervisory official having first hand knowledge of the activity performed by the employee.

♪ CDE note of caution: this sample form will work well in those situations where an employee's time spent on federal programs is fairly predictable and doesn't vary much during the month. However, for those employees whose time is unpredictable and varies significantly from day to day, a more detailed personnel activity report may be appropriate.

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A NEW CHANCE

MAKING THE MOST OF TITLE I

Reproduced with permission from:

THE EDUCATION TRUST
1725 K Street, NW
Suite 200
Washington, DC 20006
Tel: (202) 293-1217
Fax: (202) 293-2605

The Trust is available to provide technical assistance to schools and districts that are implementing Title I programs. For more information, please contact Stephanie Robinson at (202) 293-1217, Extension 313.

A NEW CHANCE

MAKING THE MOST OF TITLE I

"In October, 1994, Congress passed a new Title I law that gives many schools a new chance. They can choose to continue using their funds to serve individual students outside the regular education program. Or, they can use the funds to support improvement of the school as a whole."

THE EDUCATION TRUST

Photo courtesy of Montgomery County Maryland School District

THE EDUCATION TRUST

Among the hundreds of education organizations in Washington, DC, only one speaks up for young people, especially those who are poor or minority: The Education Trust. The Trust works to ensure that *all* students achieve at high levels, but pays particular attention to students from low-income families, students of color, and the schools and colleges that serve them. Our staff members work side by side with local and state education and community leaders to devise and implement "K-16" reform strategies. The Trust also serves as a vital link between policymakers and the practitioners and parents who are working to transform their schools so that they genuinely serve all students.

Dear Colleague:

Big changes in the new Title I (formerly Chapter 1) law open up brand new possibilities for schools serving concentrations of poor children. Almost 20,000 Title I schools are now eligible to become school-wide Title I schools. Such schools get much greater flexibility in how they use their federal dollars. To avail themselves of this new opportunity, though, Title I schools must prepare a school improvement plan that will enable all students to reach high standards of achievement.

There are many guides that tell you how to put together a plan — how to choose goals and objectives, develop action plans and timeliness, and monitor progress. Indeed, if your goal is simply to put together a Title I plan good enough to pass muster with your district and state Title I offices, all you really need are two things: a generic planning guide and the "guidance" for school-wide projects issued by the Department of Education.

But if you are looking, instead, for a process that will help you transform teaching and learning in your school — to get all your children, no matter how poor, to the same high standards as other children in your state, then this is the guide for you.

If you follow the steps in this guide, you'll meet the requirements of the new Title I law. More importantly, though, you'll have ignited a spark among teachers and parents that will pay off over time in ever better student learning.

We at the Education Trust would like to assist you in your efforts to improve teaching and learning in your school. As headquarters for the Commission on Chapter 1, we worked hard to change the Title I law so that more schools could use their funds to make much-needed improvements in their core instructional program — and so that schools would no longer be penalized when they improved student achievement.

We hope this guide is helpful; please write or call if we can help in other ways. And please, do join our Title I School Reform Network so that we can stay in touch with you and connect you with other schools engaged in similar work.

THE EDUCATION TRUST
1725 K Street, NW
Suite 200
Washington, D.C. 20006
Tel: (202) 293-1217
Fax: (202) 293-2605

[redacted]

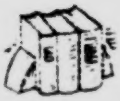


TABLE OF CONTENTS

INTRODUCTION

STEP 1 Preparing for Change

STEP 2 Organizing a Leadership Team 14

STEP 3 Choosing an Outside Advisor 16

STEP 4 Organizing the Action Groups

STEP 5 Putting Together a Plan

STEP 6 Joining the Title I High-Performance Reform Network 27

ABOUT THIS GUIDE

We have written this guide to help principals, teacher-leaders and Title I coordinators explain Title I and options for school-wide reform to their communities.

Included are a number of tools you can use in this process – charts, graphs and talking points that can either be photocopied or made into transparencies. We encourage you to excerpt any sections that prove helpful.

We have organized the guide according to the six steps we think represent the best way to introduce the new Title I to your community, rally support for school-wide improvement from teachers and parents, involve your community in creating the plan, and then bring to it to life. Of course, don't hesitate to adapt the steps to suit your own community's needs.

Our suggested steps are:

1. Get the School Community Ready for the Change.
2. Organize a Leadership Team to Guide the Planning Process.
3. Choose an Outside Advisor.
4. Organize Three Action Groups.
5. Write the Plan.
6. Join the Title I School Reform Network.

Before You Begin

District officials are supposed to tell schools whether they are eligible for the school-wide use of Title I funds. But we recommend that you not wait for notification and instead contact the administrator who can confirm your eligibility. In most cases, you are supposed to be able to demonstrate that you have spent about a year planning for school-wide use of Title I, so every day counts.

Keep in mind that the new law requires you to obtain technical assistance in planning school-wide improvement. Your district contact should be able to provide names and recommendations of professionals in this field. Ideally, you should work with your community to choose the right assistance provider, a process we detail in Step 3 of this guide.

INTRODUCTION

Title I Then and Now

Title I (formerly Chapter 1) is the federal government's largest elementary and secondary education assistance program. It was established in 1965 as part of the nation's war on poverty.

Title I dollars are sent directly to states and local school districts. These dollars, in turn, are allocated to schools based on their enrollments of poor children.

In the past, most schools used Title I funds to employ special teachers or paraprofessionals who provided extra help for students who were having trouble in school.

Under the new Title I law passed in 1994, schools with 50 percent or more of their students living in poverty are encouraged to use Title I funds to improve the entire school, focusing in particular on professional development; improved curriculum, instruction and assessment; and extended learning time for students who need more time to reach high standards.

To take advantage of these changes in the new Title I law, schools must create an improvement plan that reflects the input of teachers, parents and other members of the school community.

Old Solutions, Limited Gains

Poor and minority children have gained considerable ground during the past 25 years, largely because of Title I:

- In the 1960s, such children dropped out of school at alarming rates and most didn't even master basic skills.
- Today, graduation rates have increased dramatically for all but Latino students and most poor and minority children master basic skills.

But while thousands of dedicated Title I employees were providing extra services to students who needed help mastering the basics, the world around them was changing. To find a secure place in our increasingly competitive and technological economy, young people now need much higher skills. They must master core

KEY CHANGES IN TITLE I AT A GLANCE

OLD CHAPTER 1

Remediation

Multiple-choice tests

Pull-out, add-on programs

Accountability for inputs and procedures

Little emphasis on professional development (training for teachers and staff)

Central office makes decisions

Funds reduced when students improve

NEW TITLE I

High standards

Performance assessments

Improving the whole school

Accountability for results

Professional development emphasis

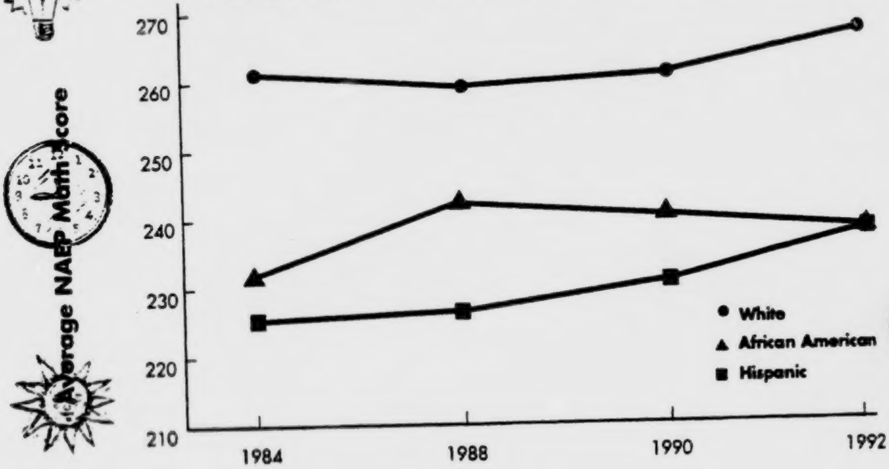
Schools lead planning and decision-making

Rewards for gains

knowledge in key disciplines, like mathematics, science, English and history. They must also learn how to reason, analyze and communicate effectively.

Unfortunately, however, we have made almost no progress in helping poor and minority students reach high-level knowledge and skills. Indeed, the gap separating such children from other young Americans is wide – and getting wider.

AVERAGE MATH SCORES FOR 13-YEAR-OLDS



Source: National Assessment of Educational Progress

New Times Demand New Solutions

Rather than experiencing the joy of wrestling with ideas or the challenge of mastering difficult content, Title I children have been more likely to spend their time circling M's and P's or adding up columns of two-digit numbers on dittos. They learn and relearn low-level basic skills, and are never asked to apply their learning to exciting and intellectually demanding projects that make for a powerful curriculum.

Low-income students will reach high standards only if the school as a whole challenges *all* of its students with a rigorous curriculum, provides extra help to those who need it and constantly monitors student progress in mastering that curriculum. Regular teachers and administrators must see getting these children to high levels of achievement as their responsibility.

The New Approach

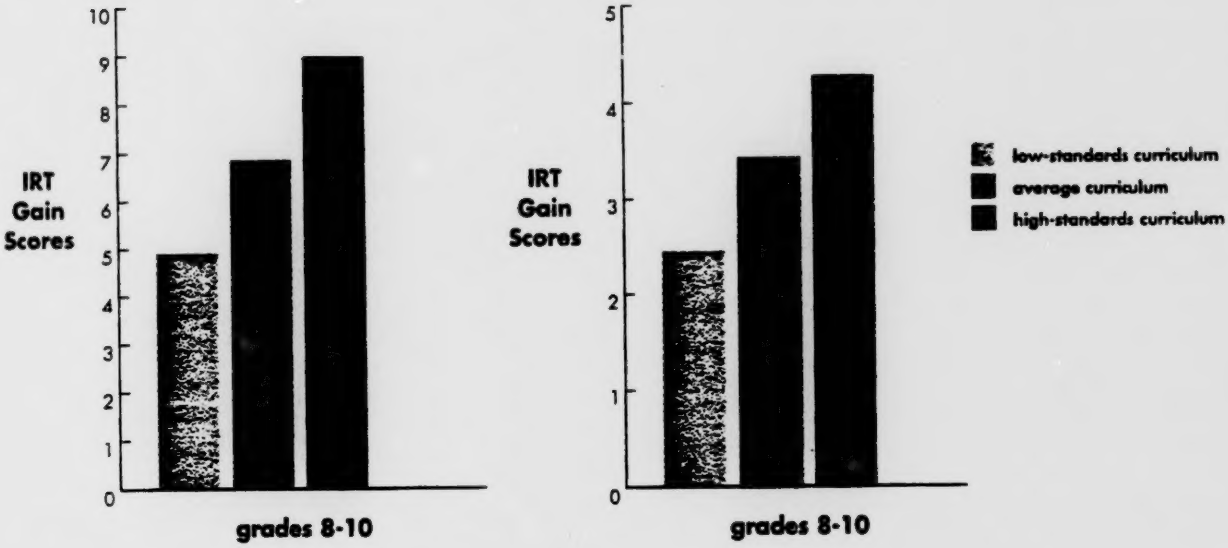
Schools organized around high standards use their Title I and other federal dollars for things like:

- Enriching and accelerating the curriculum to help all students make progress toward meeting high standards.
- Supporting professional development and regular collaboration among teachers, administrators, specialists, support staff and parents.
- Encouraging new ways of teaching; reorganizing classes, students and subjects; and using new forms of assessment.

These kinds of innovations bring results. Below are findings from a study of secondary schools that reorganized around high standards.

MATH GAINS

SCIENCE GAINS



Source: U.S. Department of Education

Some of the schools in the study had used Title I funds for school-wide improvement through a pilot effort led by the U.S. Department of Education.

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Step 1

PREPARING FOR CHANGE

In the past, Title I/Chapter 1 dollars were closely regulated by state and district Title I offices. The new law changes all this, especially for schools with at least 50 percent of their children living in poverty.

The school now decides how best to use Title I dollars to improve student achievement. And the test is not, "Can you prove that you spent these dollars only on eligible students?" but "Are your students – especially your poor students – learning more?"

Change Involves Everybody

The new law requires all schools that wish to go school-wide to involve the full school community in developing a comprehensive plan for reforming the total instructional program in the school. There are four main reasons to involve the full school community.

1. *The plan that emerges from a community-wide discussion process will be better – that is, more likely to result in improved achievement – because it is based on the collective insights and experience of many teachers, administrators, parents and staff.*

   In one middle school in Oakland, CA, a broad approach to school improvement led to a community-backed decision to revamp Title I. When the teachers reviewed the low-level curriculum being used for Title I students, and when parents reported the effects of this remedial program on their children's aspirations, they realized that this was no way to get students to learn at high levels. They decided to enrich and accelerate their regular instructional program, and student achievement soared.

2. *The whole school community will own the plan, and will work harder to reach its goal of improved student achievement.*

   In many schools we visit, we often ask the staff what they are doing to improve learning among poor students. Instead of saying, "This is how we have changed our curriculum and our teaching," teachers typically point to the trailer across the playground that houses the Title I math lab. The implication is clear – Title I students are someone else's responsibility. In successful Title I schools, however, teachers, administrators and parents assume responsibility for the achievement of all students.

3. *Implementation of the plan won't be derailed by those left out of the planning process.*

   The education reform movement is littered with well-intentioned efforts scuttled by communities that didn't know about them, didn't understand, or didn't agree with them. In one northeastern city, school district leaders proposed a shift – from Title I as a fund for extra jobs to Title I as a resource to support professional development for teachers. Though often necessary, such a shift can be highly controversial, especially if the broad community has not been involved in the decision. In this case, the community was not consulted and never briefed on the rationale for the change. The union that represented teachers' aides in Title I programs organized community resistance to the plan, which was overturned.

4. *Your plan won't be rejected by overzealous bureaucrats simply because you didn't meet the broad involvement requirements of the law.*

   Always remember the bureaucrats. They have their checklists. And on those lists is "Involvement of teachers, administrators, parents and students." You don't want your plan rejected on this basis.

THE TWO-PART PROCESS AT A GLANCE

Meeting #1
Faculty and Staff

- Explain goals
- Prepare your agenda
- Describe changes in Title I
- Explain benefits of school-wide improvement
- Describe the planning process
- Ask for feedback

Meeting #2
Parents and Community

- Explain goals
- Prepare your agenda
- Describe the new law and the need for change
- Outline next steps
- Ask for feedback

323

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A Two-Part Process

We suggest a two-part process for getting your school community on board. First, organize a meeting with your faculty and staff; then hold a meeting with parents and the larger community.

MEETING #1

Get Faculty and Staff on Board

Your first meeting with faculty is an exciting chance to gain or reinforce a staff-wide commitment to improving your school for all children. It's also a chance to listen to the staff's reactions and learn from them. The more you understand your staff's concerns and hopes, the better you can address them.

Goals

By the end of the meeting, faculty and staff will have a general understanding of the new flexibilities – and new responsibilities – in the Title I law. They will also agree to explore the transition to school-wide use of Title I by beginning the steps to developing a school-wide improvement plan.

Meeting Agenda

- Describe major changes in the Title I law.
- Explain why you think your school should consider choosing the school-wide option.
- Invite participants to ask questions, give you their ideas on whether the school-wide option should be explored, and suggest problem areas that might be addressed.
- Describe how you will organize the planning process and invite interested staff to let you know if they want to be involved.

TALKING POINTS

Major changes in Title I

- The new Title I law enacted last year made major changes that affect our school.
- Schools with 50 percent or more of their students in poverty no longer have to identify "eligible" students and serve them separately.
- Now, such schools are encouraged to use funds to improve the whole school, as well as to provide extra help when students need it.

[redacted]

- But we are responsible for showing learning gains for all groups – for getting our students to reach the same standards as other students in our state.

- Funding will no longer be taken away when our scores improve.
- Funds can now be used for things like professional development, enriching and accelerating our curriculum, and extending the school day or week – whatever we think will make the biggest difference in enabling our students to reach high standards.

Why we should explore school-wide improvement

- For most of the 30-year history of Title I, dollars have paid for add-on, remedial programs. This approach has not pushed low-income, minority students' achievement high enough. (See introduction.)

- These extras have helped poor students across the country master basic skills, but they are not mastering the more advanced skills they need if they are going to succeed in college or the workplace.

- Research shows that students will achieve more if they get a rigorous curriculum, along with extra help when they need it. We have data that show student achievement rises when schools reorganize around the principles of high standards for all. (See introduction.)
- Title I dollars will give us a chance to review our own curriculum and instructional practices and get the help we may need to improve these practices. Under the new approach, we, here at the school – and not central office – take the lead in planning improvement.
- We'll continue helping students who need extra help, of course. In fact, the new law allows us to design more effective ways to meet their needs – through after-school programs or computer software or training opportunities.

How to organize the planning process

- The Title I law requires a broad-based planning process, including faculty, staff, parents and, in secondary schools, students.

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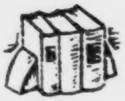

QUESTIONS FOR THE AUDIENCE

Are the benefits of the new system clear? What are your worries?

What is the best way for you to help improve the academic performance of your child/your community's students?

What are some of your ideas on how the school could improve student performance?

- We will put together a Leadership Team, as well as several Action Groups.
- The Leadership Team and Action Groups will involve many members of our school community; but to make sure everyone stays informed, we will report back regularly to the whole school community.
- When everyone has had a chance to weigh in, we will put together our plan.

MEETING #2

Parents and Community

This is an important meeting because it lays the groundwork for further support and communication with parents and community members who can make school improvement a success.

This meeting stresses many of the same points as the school meeting, with particular emphasis on the potential benefits for low-achieving, low-income children. Many parents of Title I students will be relieved to put an end to the "slow" label that has dogged their children. Parents also should know that Title I requires them to play a strong role in school improvement.

Goals

By the end of the meeting, parent and community participants will have an understanding of the advantages of using Title I funds for school-wide improvement; agree to explore the transition to school-wide use of Title I by developing a plan; and know what the next steps are and how to get involved.

Meeting Agenda

1. Describe the changes in Title I.
2. Explain why you believe your school should consider the school-wide approach.
3. Solicit questions, responses, volunteers.
4. Describe next steps.

TALKING POINTS

The new law and the need for change

- Changes in the Title I law make this a good time to consider a new effort to improve our school.

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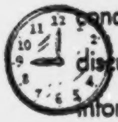
- Chapter 1 remedial programs, effective initially in boosting low-income student achievement, have not yielded strong results in the last several years. Research shows that all students learn better in response to an exciting, demanding curriculum, rather than with a catch-up-on-basics approach.
- The system put in place by the new law means that children who were once labeled slow will no longer be saddled with that stigma. Instead, teachers and parents will expect hard work and solid results from all students.
- Under the new arrangement, the central office no longer dictates how we use Title I money, giving us flexibility to use funds the way we determine is best.
- Title I can be used for such needs as professional development, parent and community outreach, before- and after-school learning – no more arbitrary rules and limits.
- In return for this flexibility, though, we must improve achievement for all groups of students. We know that our children can do much more than what is currently being asked of them.
- Under Title I, parents hold a special and important role. They must be involved in deciding what problems interfere with their children's learning and help plan a response to these problems. The law requires us to use some of our funding to support parent involvement in school improvement.

Next steps

- Your support is needed to help us make this school a better place for all students to reach high standards, go on to college, and/or get a good job.
- We can start by exploring our concerns and gathering data. This process will help us recognize our successes and pinpoint areas that need improvement.
- Join us as we launch our efforts with a Leadership Team and three new Action Groups.

WORRIED ABOUT CONFLICT?

Consider using a facilitator for these meetings — sometimes it helps to have someone outside the community conduct the meeting and direct the discussion, particularly when the information is new and unfamiliar. Facilitators can help minimize conflict and get everyone talking.



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CHAPTER 1 — THE WAY IT USED TO BE

Trevor, almost 13, would like more than anything to move on to the middle school that many of his friends attend. He is still in sixth grade, however, because he was held back for a year in first grade.

Trevor struggles with his class work, particularly writing and math. He gets mostly C's and D's and occasionally F's, especially on spelling tests and timed math tests. For Trevor, school is unsettling. He can't seem to keep up with the other students. One reason is that he is pulled out of regular classes three times a day for Chapter 1 classes or other special assistance.

Being pulled out bothers Trevor. For one thing, some students make fun of him; they say he has to go to the "dummy" room. But the other problem is missed class time and constant interruptions. Last week, he had to leave in the middle of a read-aloud story, so he never got to hear the ending. Later in the day, he left math class just when the teacher was playing math baseball, a game that helps him learn to think fast with percentages. Instead, he worked on a multiplication review worksheet in the Title I classroom.

During social studies while the class is happily engaged in "Where in the World is Carmen Sandiego?", a computer software program that teaches geography, he had to go to another special class to review for a test. A school life built around coming and going isn't helping Trevor; consequently, he is losing his confidence and his enthusiasm for learning. And he is falling dangerously behind in his skill levels.

TITLE I — THE WAY IT CAN BE

Like Trevor, Susanna did not enter first grade on a very strong footing. She had never touched a book before she started school, and her poor eyesight made it hard to learn to write. As a result, she had weak skills in reading and math. But that was first grade.

Since then, a counselor whose salary is paid in part by Title I funds has secured a pair of glasses for Susanna. Years of working with well-trained teachers who give Susanna the chance to improve her skills in challenging and exciting classes have more than made up for lost time.

Title I dollars make it possible for the teachers and administrators in Susanna's school to continuously improve what they do. Before reorganizing their school day last year, for example, teams of staff members visited schools that were working effectively. They also had help from university-based experts in designing a project-based curriculum. Title I dollars pay for ongoing professional development, so that teachers are always up-to-date in their fields.

Unlike Trevor, Susanna enjoys school days filled with interesting, challenging projects. Last week, for example, Susanna visited an inner-city neighborhood and interviewed an elderly person while taping the conversation. When she and her classmates returned to school, small groups of students listened to one another's tapes — they were fascinating, real-life history lessons — and began planning a book about their neighborhood that they will write, edit and design.

During her school day, Susanna has two main blocks of time divided between the humanities and math/sciences; this set-up gives students the time they need to concentrate on their work. The arrangement also allows her to combine subjects like math and science or English and history, as well as to work with others in teams, much as employees do on the job.

In the afternoon, Susanna went into her math/science class where students, parent-helpers and volunteers from a local lab were documenting the behaviors of mice in different environments that the students had created. Susanna's math/science lesson lasts most of the afternoon.

Susanna finds her days at school interesting and rewarding. She's now an A student, but more importantly (as far as she's concerned), she has a portfolio that is bursting at the seams with excellent essays, journals, videos, and creative math and science projects.

SCHOOL-WIDE IMPROVEMENT WORKED FOR THIS SCHOOL

Before the enactment of the current law, schools with over 75 percent of their children in poverty could use their Chapter 1 funds for school-wide improvement. The following profile of Lingelbach Elementary School in Philadelphia, PA, is one of many success stories that resulted from that pilot effort.

Since 1988-89, when Lingelbach used its Chapter 1 funds to improve the school as a whole, student learning has improved significantly. Student scores on state standardized tests have risen almost 18 points in math and nine points in reading. As a result, the number of children with low academic performance has decreased almost 13 percent, while the percentage of children earning high grades has increased.

Lingelbach maintains an ambitious academic program framed around the arts. Students learn reading, writing and language arts by publishing literary magazines and producing video programs. Teachers use whole-language approaches and invite parents to monthly "author teas" where students read their writings aloud. The transient students who live in nearby homeless shelters receive extra help and support. Other special programs include violin lessons, which begin in kindergarten. Each classroom is equipped with computers.

Lingelbach teachers and parents designed the school-wide improvement plan in 1987. The original planners of the improvement effort still meet to evaluate progress. In addition to parents, university faculty, business and church leaders are involved in supporting the school and offering unique learning experiences outside the classroom.

Step 2

ORGANIZING A LEADERSHIP TEAM

Each school needs a Leadership Team to coordinate the school improvement planning effort. If your school already has a broadly representative school council or school improvement team, it may be best to assign that group this function. If you don't have such a council, or if this group is unsuitable for the job, then you should appoint a Leadership Team.

What is the role of the Leadership Team?

The Leadership Team leads the school through a process of gathering information, analyzing strengths and weaknesses, coming to a consensus on how to improve the school, writing those steps into a plan, and overseeing the change effort. The members of the Leadership Team guide the work and make sure it gets done, but they do not do all of it. Rather, they involve others inside and outside the school by appointing Action Groups for specific tasks and creating other opportunities for broad participation.

Who should be on the Leadership Team?

- Generally, the team should include six to 10 members.
- There is no magic formula for who should be on the team; in most cases, however, you will want to include the principal, an assistant principal and/or counselor, the Title I coordinator, teachers, parents and – in secondary schools – students. You may also want someone from the outside, perhaps a representative from a local college or business.
- Teachers should comprise the majority of the teams because of the importance of their role in helping students meet high standards. And the teachers should, broadly speaking, represent most or all divisions of the school – grade levels, departments, teams or houses.
- Be careful to choose people with different perspectives, lest your team be branded the "principal's pets." Seek out tough-minded but rational skeptics.

How often does the team meet?

Most Leadership Teams meet about twice a month to review progress and discuss next steps. The team also communicates with the entire school community – staff and parents – at least once a month, perhaps via a brief newsletter and/or meeting.

How can you ensure a tight connection between the Leadership Team and the Action Groups?

The best way is to have one member of the Leadership Team chair each Action Group. Then, the chairs can report on progress at the Leadership Team meetings.

What is the best way to avoid tension between the Leadership Team and the broader school community?

In a word – communication. Don't let your Leadership Team or Action Groups become isolated from the school and community as a whole. Update the broader community regularly, both in writing and in person. Involve people in every way you can. And don't ask for input, informally or via a survey, without reporting back what you learned.

What is the best way to get the Leadership Team off to a solid start?

In our experience, it's best if the group meets for the first time away from the campus in a comfortable setting where members can get to know each other and talk about common interests. A retreat center, someone's living room, a mountain cabin ... even the local college's conference room will do.

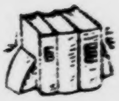
What are the first tasks for the Leadership Team?

At its first two meetings, the Leadership Team should:

- select an outside advisor (see step 3);
- decide on Action Groups and appoint members (see step 4);
- develop a timeline for production of a plan; and
- create a schedule for involving and reporting to the full school community.

Step 3

CHOOSING AN OUTSIDE ADVISOR



If your school is considering the school-wide approach to Title I for the first time, you must be able to demonstrate that you have high-quality technical assistance.

Title I schools may call on the Title I Support System in their state for help. If your state has not yet developed such a system or if you prefer to use other assistance, you can find your own advisor. Look for an advisor who:

- believes that all students can reach high standards;
- works collegially, rather than claiming to have all the answers;
- understands the importance of involving parents and the community in school reform;
- asks you hard questions and can act as a "critical friend"; and
- knows about and can help you connect with other sources of assistance.

Where to Look

At the state level: Call the Title I office in your State Department of Education. They can connect you with:

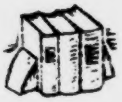
- Title I School Support Teams
- Distinguished Educators

Other Sources:

- Regional education laboratories
- Comprehensive Regional Assistance Centers
- School reform projects like Accelerated Schools, the Coalition of Essential Schools or the Comer Project
- Educational service agencies
- Colleges or universities
- Other local consortia or non-profit organizations

Step 4

ORGANIZING THE ACTION GROUPS



The more people involved in the preparation of the plan, the greater the community's commitment to school-wide reform. By forming Action Groups, the Leadership Team engages a wide variety of people in the earliest stages of school-wide improvement. We suggest forming three Action Groups, each focused on one important aspect of the school:

1. Data collection: collects and analyzes information on achievement, attendance, dropout and other data.
2. Standards and student work: examines and assesses the quality of assigned student work.
3. Homework: studies the quality and quantity of homework.

Each group should have about eight members. Teachers and administrators should make up a majority of the groups, with parents and other community members also represented.

Presenting Findings

It's up to the Leadership Team to articulate how the groups should capture their findings. Writing a formal report can be burdensome. But the data group, for example, can present its findings in the form of a series of charts or bar graphs. The other two groups can make oral presentations on their findings, with follow-up written reports later. Whatever the plan, make sure to give each group a deadline; people need to know when their work is due so that they can plan and work efficiently.

After the three Action Groups present their findings to the Leadership Team, each group should explain their conclusions at faculty and community meetings. If, for example, there is a drop in reading achievement between grades three and four, the full school community has a right to know this and to discuss improvement strategies. Likewise, if two-thirds of the students are not completing their homework assignments, the community has a right to know, and to participate in devising corrective strategies.

Incorporating Findings

The findings of these three Action Groups will feed into the school plan. For example, the data group may find students in the school have poor test scores in writing. Meanwhile, the work of the other two groups may reveal that writing is not assigned often in class or as homework. As a result, the school might recommend a school-wide policy on writing in every subject, as well as a plan to help parents understand why daily writing in journals is important and requires parental reinforcement.

The work of the three Action Groups will also go beyond the needs of a plan. It will give the school community a window into the workings of the school. Participants will have a much deeper understanding of what is and is not happening with student learning.

Action Group 1: Data Collection

Charge: Collect, analyze and display data that will help the school community know how students are doing and what needs to be improved. Collect information about best practices and the latest research.

The following paragraphs describe the types of data on student and school performance that are normally available at the school level. It is usually best to display each data set separately, using bar, circle or line graphs.

- Test performance: How are we doing in relation to state standards? What is the trend over time? Which groups of students aren't doing as well as others?
- Course enrollment and rate of completion: What are enrollments in remedial or honors courses? How are they changing over time? How are students placed in these courses? What are the patterns for different groups of students and why?
- Attendance: What is the average daily attendance? How has this changed over time? How many students miss more than five school days each year? Are students who are recorded as present actually in class all day?
- Grades: What do the grading patterns in the school look like? Look at different subjects by group and by teacher.
- Participation: How many students participate in activities outside the classroom? Does this differ by group?

- Mobility rates: How many students remain in the school for three or more years? For at least one year? For less? Does achievement suffer as a result of high transience?
- Graduation rates: How many students complete the full school program and graduate? Does this differ by group?

Other Ways to Gather Information

Shadow students. Free up small groups of teachers (and perhaps others) to shadow students for a day. Then ask observers to describe what they experienced without using any names. Shadowing students is an excellent way to find out how much time in a day is devoted to learning; how much repetition there is in a day; and, frankly, how boring it can be!

Conduct focus groups with students. Gather small groups of students and ask them how they feel about their school, especially teaching and learning. Do they feel challenged or are they bored? Are they treated fairly? What would help them learn even more? Sometimes you may want to ask an outsider to conduct these focus groups and summarize them for you.

Conduct focus groups with parents. Gather small groups of parents and ask them how they feel about their child's experiences in the school. What is good? What is a problem? (You might train parent volunteers to conduct these focus groups.)

Develop staff surveys. Design questionnaires to elicit important information from your faculty and staff. What are your school's strengths? Its weaknesses? Is it focused on teaching and learning? Do teachers have adequate professional development? Does the principal support efforts to improve teaching and learning? What about discipline: is it a problem? Would you enroll your own children in this school?

Interview former students. Invite small groups of graduates to come back and talk about how they are doing. Were they well prepared for the next level of education? What could have been done to prepare them better?

SEARCH FOR BEST PRACTICES

After identifying your school's strengths and weaknesses, your Action Group should research the latest findings on best practices and what works in addressing particular problems. Information about best practices can be found in educational journals and newspapers, professional publications, and networks of teachers and schools. The U.S. Department of Education's Office of Education Research and Improvement, the Educational Resources Information Center, your local federally funded education laboratory or a local university's school of education are all excellent sources of information.

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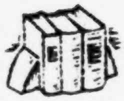
Action Group 2: Standards and Student Work



Charge: Evaluate student work and decide on instructional improvements.

This group involves teachers, school administrators, students (at the high school level) and other school staff. Looking at student work will help you to understand what students are learning, how teachers are teaching, and to ask questions about whether what you see is good enough to help students reach high levels of achievement.

The group starts off by collecting student work. To avoid becoming overwhelmed at first, you might keep your focus narrow, collecting student writing and mathematics samples from one grade level only. Once you become familiar with the process of review, you can then look at other subject areas, such as science and history. These steps outline a general approach to this review process. Of course, you should modify this process to suit your needs.

Review one set of student work. Design a rubric, also known as grading criteria or a scoring guide, for evaluating the work. This means the group must openly talk about what is "excellent," "high," "average," or "low" student work. You must articulate each criterion, particularly the highest one. You might use these terms or use numbers 1-4. We find it's best to use four criteria rather than three so groups are challenged to articulate beyond a mid-range criterion. If the group needs help in setting these criteria, it can look at local, state or national standards.

Eventually, state or local content standards will help schools planning whole-scale improvements. In addition, performance standards can help the Action Group form an understanding of what is meant by "high achievement."

Use the scoring guide to evaluate a set of student work. Every member of the group should rate each paper. (Be sure to leave students' names off the papers.) Then, the group should discuss the ratings. The goal here is to discover if the group shares an understanding about whether students are demonstrating high levels of performance.

Ask questions. As the group forms an understanding of whether student work is good enough, members should ask four main questions.

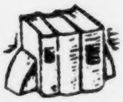
- Do we have consistent definitions of what is "good enough" in our school?
- Is "good enough" at our school "good enough" to prepare our students for the next level of rigorous work (elementary to secondary) or for college?
- Are the assignments asking enough of our students?
- What else needs to happen in the classroom and in the school to improve student performance?

The answers to these four questions should help a school community make decisions about what to do to bring all students up to high standards.

Create an archive of student work. Showcase "Excellent" work so that parents, teachers, students and other community members can see what high expectations and performance look like. In fact, make sure that all teachers, students and parents have samples of what "excellent" work looks like. You can collect these samples from your own school as well as others. Looking for examples of student work that demonstrate high levels of learning and understanding is a good way for teachers to network and explore what is happening outside your school.

Prepare a report for the Leadership Team. Describe your analysis and recommendations. Your report will become the foundation of the Title I plan because you will have identified what the important learning and teaching issues are in your school. If, for example, you find that students are not communicating well in writing, this may lead you to recommend that professional development in the teaching of writing is a priority.

Note: The Education Trust's publication, *Front-End Alignment*, describes in detail the role of standards and the process for using standards to inform improvement efforts in a school.



WHAT IS A STANDARD?

A standard spells out what students should know and be able to do in a subject area by certain benchmark grade levels, such as grades four, eight and 12. Part of a Delaware content standard for written communication says: "Students will be able to use written and oral English appropriate for various purposes and audiences."

Another kind of standard, a performance standard, articulates the level of performance that students must achieve. Part of a Delaware performance standard for written communication says: "By the completion of Grade 3, students will be able to write expressive (author-oriented) texts, both personal and literary, that reveal self-discovery and reflection; demonstrate experimentation with techniques, which could include dialogue; and demonstrate experimentation with appropriate modes, which could include narration and description."

[redacted]

Action Group 3: Homework

Charge: Involve teachers, parents and — at the secondary level — students in reviewing and analyzing how homework is contributing to student learning.

This group assesses the effectiveness of current homework assignments and the rate of completion. Members recommend ways to strengthen assignments and to ensure that students who need help or a place to study get it. There are a number of ways to carry out this assignment:

Get a handle on quantity and completion rates. Ask every teacher in the school to give you the homework assignments that they gave during a particular week. For each assignment, the teacher should provide information on how many students completed the assignment in a satisfactory manner.

Next, review the information you received from the teachers. Look for patterns. Are there differences among different subject areas, different teachers? Are there differences related to grade level or "ability" grouping?

Look at homework from the student's perspective. Ask a representative sample of students to make a record of all their homework assignments for a week, then share it with you. They also should keep a log of how many minutes they spent on each assignment. Ask the students what they got out of each assignment.

Then, review the information you received from the students. On the whole, does it suggest students are effectively engaged in out-of-school learning? Are there different patterns for different groups of students? In particular, do students in high-level classes (if you have them) do more or less homework than students in other classes? Are the assignments balanced across content areas?

Look at homework from the parent's perspective. Send parents and guardians a survey about homework. Ask them to monitor their child's homework for a week, letting you know how much time the child spent, whether or not their child understood the assignment, whether or not the child needed help, and what the parent thought about the assignment. Ask parents what help they might need to better assist their children with homework.

Review the information; look for patterns. Compare it with information received from teachers and students.

Examine the quality and relevance of homework. Choose one or two subject areas or grade levels to look at homework in more depth. Ask teachers to share with you not only the assignments they made, but also the work that students generated in response and the grades they received. Ask the teachers to share their reasons for making the assignment.

Study this information. Ask yourselves the following questions:

- Does each assignment have a clear purpose? Is it related to a standard?
- Do students and parents seem to understand the assignment? Does it engage students in meaningful learning?
- Are assignments similar across subjects? Across teachers teaching the same subjects? Do teachers seem to know what their colleagues are assigning and how their assignments fit into the "whole" picture of learning at the school? Might students be confused by inconsistencies?
- Do students need more help with homework? Do students get enough feedback on each assignment to learn from it?

Preparing Your Recommendations

Drawing on your reserves of new information, ask yourselves these questions: "Are our students learning enough during their out-of-school hours? If not, how can we improve out-of-school learning in our community?"

You can do a variety of things to improve out-of-school learning. Some of the best include homework hotlines, where students and parents can call for information and help; neighborhood "homework houses," that provide a quiet, supervised place to study during after-school hours; joint homework assignments from teams of teachers working together to design high quality learning projects; school-wide homework policies; extended day programs, where students can get help after school; and coordination with local tutoring projects and youth-serving organizations.

Note: A free 41-page illustrated booklet called *Helping Your Child With Homework* is available through the Consumer Information Center, Department 310C, Pueblo, CO 81009 or through Internet at gopher.ed.gov:10000.

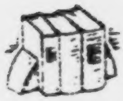
THE HOMEWORK DILEMMA

Recent research suggests that students who have regular homework learn much more than students who do not. In fact, completing high quality homework assignments is often the most powerful form of learning. This is especially true at the secondary school level.

Unfortunately, many teachers in high poverty schools have simply given up on homework. Some stop because few of their students turn it in. Others stop because they have decided that homework is "unfair," since not all students do it! But if homework is as powerful a form of learning as research suggests, isn't it unfair to poor children if we simply stop assigning it? And can students meet high standards without it?

Step 5

PUTTING TOGETHER A PLAN



Using the Action Group's findings, the Leadership Team must present recommendations to faculty, parents, students and community members and help them make a decision about how to use their Title I dollars. If your community chooses to go with the school-wide option, then you need to begin writing a plan for school-wide reform. The Leadership Team is responsible for overseeing the writing and reviewing of the plan.

If your school community opts not to use Title I funds for school improvement, you can still create an action plan that builds on the information, teamwork and strategies that have emerged so far. Planning is a powerful way to improve your school. It brings together teachers, administrators and community members in a discussion about what they want for their children.

The following is a summary of the requirements. You may want to consult The Improving America's Schools Act of 1994, PL 103-382, Section 1114(5)(b) Component of School-wide Program for details. To reach the U.S. Education Department's education hotline, call 1-800-USA-LEARN.

Plan Requirements

To qualify to use Title I funds for school-wide improvement, schools must create a plan that meets Education Department requirements. The plan should describe how a school will:

- use its resources to implement the school-wide program components;
- provide individual student results and interpret them to parents;
- collect and report data on achievement by different students groupings such as race, gender and limited English proficiency;
- involve parents and community representatives in the planning process; and
- translate the plan into any language spoken by a significant percentage of the parents of children in the school.

Title I plans must include all the components of the school-wide program.

The Components of a School-wide Program Include:

- a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards;

- reform strategies that:
  - provide opportunities to enable all students to meet proficient and advanced levels on state assessments;
  - are based on effective means of improving the achievement of children;
  - use effective instructional strategies, such as increasing the amount and quality of learning time and meeting the educational needs of historically underserved populations; and
  - address the needs of all children in the school, but particularly the needs of children who are members of the targeted population of any program that is included in the school-wide program, *i.e.* students who have special educational needs.

- a description of how the school will determine that student needs have been met;

- assurance that instruction will be provided by highly qualified professional staff;
- a description of the high quality professional development that will be provided for teachers, staff and parents where appropriate, to enable all students to meet state performance standards;
- strategies to increase parental involvement;
- plans for assisting preschool children in the transition from early childhood programs;
- measures to include teachers in decisions about the use of assessments; and
- activities to ensure that students who need help in mastering any of the standards are identified in a timely fashion and receive effective, timely additional help – from the school, from parents and from other parts of the community.

PROFESSIONAL DEVELOPMENT

You can devote as much of your Title I funding to professional development (training for teachers, principals and other staff) as you need.

According to the new statute, "Each school shall devote sufficient resources to effectively carry out the professional development activities described in the law. Professional development shall be sustained, high quality, and help teachers teach to state content standards."

Schools that have been identified by the state as needing improvement must spend the equivalent of at least 10 percent of one year's Title I allotment on professional development activities over two consecutive years.

The Writing Process

Writing the plan requires team effort. Here are some suggestions for getting to work.

- The Leadership Team should provide the outline for the plan: goals, rationale, background and other contextual information.
- Using information and data gathered earlier, create the themes for your improvement model. One theme might be rigorous standards and new assessments. Another theme might be a stronger curriculum and teacher training to make it work.
- Designate a writer to create a rough draft.
- The Leadership Team refines the rough draft for review by the school community.
- Circulate the draft to selected faculty, administrators, parent leaders and community leaders.
- Revise, then make the plan available for broad review.
- Submit the plan to the district.
- Make the plan available to the community. For example, it could be available in the school office or even in the local branch of the public library.

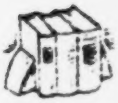
Check It!

Before you finalize your plan, you need to check that it doesn't make the following common mistakes:

- Refers only to Title I children: in school-wide option schools, all students are eligible for help.
- Refers only to Title I teachers: all teachers should be involved.
- Refers only to Title I classrooms: there shouldn't be any separate Title I classrooms.
- Lacks teacher and parent involvement in the plan: your district or state office will send it back.
- Invests too little in professional development. All Title I schools must invest sufficient resources to provide high quality professional development. Schools needing improvement must devote at least 10 percent of their resources every two years to professional development.

Step 6

JOINING THE TITLE I HIGH-PERFORMANCE NETWORK



Now comes the hard part — turning your plan into action.

The Education Trust has launched a network of schools that could help you learn about best practices, problems to anticipate and strategies for success. Beyond specific pointers you can share with peers, a network can serve as a built-in sounding board, support group or cheering squad.

You don't have to go it alone and there are no prizes for originality – if someone else has a good idea, take it and use it. After all, someone is bound to do the same with your good ideas.

To join the Title I network, schools must agree to work toward achieving characteristics listed on page 28 within two years. If your school wishes to move in this direction and to join with others similarly engaged, please complete the following form and send a photocopy to us.

What you'll get from the Title I School Reform Network:

- a network of schools, districts, state and national colleagues – you'll be in touch via the Education Trust Home page;
- the opportunity to meet with colleagues at an annual meeting in Washington, DC;
- resource tools developed by the Education Trust; and
- up-to-date information on Title I budgets, regulations and guidance.

To join the Title I network, schools must agree to work toward achieving characteristics listed on page 28 within two years. If your school wishes to move in this direction and to join with others similarly engaged, please complete the following form and send a photocopy to us.

TITLE I HIGH-PERFORMANCE NETWORK TWO-YEAR GOALS

1. Your school has clear, high goals or standards for all students — at least as high as state or national standards.
2. Teachers, parents and students have samples of student work that meets the standards.
3. Teachers expect all students to reach the standards. They use curriculum and teaching strategies that correlate to the standards so that students are being taught what they are expected to learn.
4. Teachers have regular time — at least three to four hours per week — to work together to review student work and plan necessary changes in curriculum and instruction.
5. The school supports its teachers and other staff with regular professional development and support, devoting at least 10 percent to 20 percent of its Title I budget, or an equivalent amount, toward this end.
6. Teachers act as coaches, supporting and assisting students as they actively pursue learning; students frequently work in teams on challenging cross-disciplinary projects.
7. The school is organized to identify students having difficulty meeting standards and to provide timely assistance. Students who need extra time or assistance get it.
8. Parents are active partners in their children's learning; they have access to classrooms, attend meetings and conferences, get regular reports on their children's progress, and otherwise work to increase their children's and their own knowledge.
9. The school has a comprehensive written plan describing how students are doing, what the school community is doing to improve student achievement, and how the school gets critical feedback from business, higher education or other outside advisors.
10. Parents and the community as a whole get honest information at least once every year on how students are progressing toward the standards and on what is being done to improve achievement.

[redacted]

Y E S, we will work to achieve the characteristics of a Title I school.
Please include us in the network and send us more information.

School Name

Contact

Address

City State Zip

Phone

Fax

E-Mail

THE EDUCATION TRUST
1725 K Street, NW
Suite 200
Washington, D.C. 20006
Tel: (202) 293-1217
Fax: (202) 293-2605

A GUIDE FOR
SUCCESSFUL SCHOOLWIDE PROGRAMS
FOR AMERICAN INDIAN STUDENTS

AMERICAN INDIAN STUDENTS: NEEDS AND SERVICES

I. Needs of American Indian Students

California has one of the largest American Indian populations in the country. The FY 96 identified student population in California was 32, 137. For many of these students, the dominant culture of the public schools does not accommodate, and is incompatible with, their own cultures. Generally, it is agreed that the public educational system in California is antithetical to the various and distinct American Indian systems for acquiring knowledge and to culturally sanctioned behavior.

We talked with representatives of the California American Indian community, American Indian parents, educators, advocates and have indicated the following concerns:

- teachers of American Indian students learn about the cultures of the students and communities they serve;
- teachers recognize and address the different learning styles of American Indian children;
- American Indian children not lose their sense of culture and self in order to succeed in school; American Indian children be given opportunities to learn their history from an American Indian perspective through the elders' and parents' full partnership with school staff in the education of their children;
- American Indian children have full access to technology, gifted programs, and special assistance for students with learning disabilities;
- American Indian children with fetal alcohol and drug syndromes be recognized and receive the intervention ;that they need; and
- American Indian parents receive more in prevention regarding alcohol and drug abuse.

In recognition of this, the federal Title IX program is designed to address the specific academic and culturally related needs of American Indian students. However, with the implementation of the *Improving America's Schools Act, 1994* and Title I

Schoolwide programs particularly, there is increased awareness of the need to address the unique needs of American Indian children in all educational programs.

II. Meeting the Needs of American Indian Students via Title IX American Indian Education Programs.

Title IX of the IASA is not a flow-through entitlement program such as Title I. Title IX funds go directly to local programs to meet the unique academic and culturally related needs of American Indian students.

- As a result of the unique history and relationship between the U.S. government and American Indians, the federal government has a special responsibility for the education of American Indians. The Congress has stipulated that its role is to ensure that educational programs for all American Indian students and adults meet specific criteria:
- Programs should be based on high-quality, internationally competitive content standards and student performance standards and build on American Indian culture and the American Indian community;
- assist local educational agencies, American Indian tribes, and other entities and individuals in providing American Indian students the opportunity to achieve such standards; and

meet the special educational and culturally related academic needs of American Indian students.

III. Service Priorities

The purpose of the Title IX program is to support the efforts of local educational agencies, American Indian tribes and organizations, post-secondary institutions, and other entities to meet the special education and culturally related academic needs of American Indian students so that they can achieve to the same challenging State performance standards expected of all students.

Specifically, programs are required to be consistent with, and promote the goals specified in State and local improvement plans and Goals 2000:

- innovative programs

- educational services that are not available to such in sufficient quantity or quality, to raise the achievement of American Indian children in one or more of the core academic subjects of English
- bilingual and bicultural programs and projects;
- special health and nutrition services
- special compensatory and other programs designed to assist and encourage American Indian children to enter, remain in school
- comprehensive guidance, counseling and testing services
- early childhood and kindergarten programs
- partnership projects between local educational agencies and institutions of higher education
- partnership projects between schools and local businesses for school-to-work transition programs.
- programs designed to encourage and assist American Indian students to work toward an institution of higher education

Comprehensive Planning: Other Programs

Because the Title IX dollars are quite limited, local educators and parents must take advantage of all resources available to them to ensure that American Indian children reach the same high academic standards as all other students. Other programs that should be considered in comprehensive planning include *Goals 2000: Educate America Act, American Indian Education Act*, and *Title I of the Improving America's Schools Act, 1994*.

Goals 2000 encourages states and school districts to use their federal monies in combination with other state and local resources for projects to improve both teaching and learning. The Act also encourages schools to form partnerships with parents, tribes, and businesses, and requires a school improvement plan to reflect the student body.

American Indian Education Act requires that grant money be used to support school district reform efforts. Equally important, every American Indian Education Act application for grant money must include a comprehensive plan that explains how other federal, state, and local programs especially under Title I, will meet the needs of all American Indian students in the school district.

Title I, IASA recognizes that the most urgent need for educational improvement is in schools with high concentrations of children from low income families. It also recognizes that educational needs are particularly great for low-achieving children in the highest poverty schools, limited English proficient children, American Indian children, and young children in need of family-literacy services. Among other things it enables schools to ensure high standards for all children, promote schoolwide reform, upgrade professional development, afford parents meaningful opportunities to participate in the education of their children at home and at school.

Meeting the Needs of American Indian Students
Via
A Schoolwide Model

Schools that are writing schoolwide plans should include the following steps to insure that American Indian students receive the services needed to succeed in school and graduate.

I. Role of District

1. Involve American Indian parents and the American Indian Parent Advisory Council in all planning and evaluation efforts, and decision-making. Neither Title IX nor American Indian Education Act monies can be consolidated with other funds for schoolwide program purposes without the approval/consent of the American Indian Parent Advisory Council.
2. Identify all American Indian students in the district.
3. Identify the academic, support and culturally related academic needs of American Indian students in all schools in the district.
4. Review the services provided to American Indian students in programs other than Title IX to ensure that American Indian students have equal access to all programs and services.

II. Role of the School

1. Involve American Indian parents and the American Indian Parent Advisory Council in all planning and evaluation efforts, and decision-making. Neither Title IX nor American Indian Education Act monies can be consolidated with other funds for schoolwide program purposes without the approval/consent of the American Indian Parent Advisory Council.
2. Identify all American Indian students in the school.
3. Identify the academic, support and culturally related academic needs of American Indian students in the school.

4. Review the services provided to American Indian students in programs other than Title IX to ensure that American Indian students have equal access to all programs and services.
5. Include appropriate cultural and historic content in the curriculum.
6. Use instructional and assessment strategies that accommodate the culture of American Indian students.

Planning Schoolwide Programs to Accommodate American Indian Students

Stakeholders interested in the education of American Indian students include parents, students, teachers and administrators, members of local American Indian community organizations, Title IX program staff, and as appropriate, staff of the state funded American Indian Education Centers. All stakeholders should be informed of the schoolwide planning process, and involved in the needs assessment, planning and design of the implementation and evaluation. Meeting times and format, and access to information should be planned to meet the needs of the stakeholders.

Technical Assistance in developing the schoolwide program plan is required. The law further requires that schools writing schoolwide plans should receive high quality technical assistance, to guarantee a plan that will upgrade the entire instructional program and to help all students meet high standards. Schools may consult with local Title IX programs, the state funded American Indian Education Centers, the California Department of Education, the Comprehensive Assistance Centers, the Bureau of American Indian Affairs and the U.S. Office of American Indian Education, and the California Association of American Indian Education to obtain assistance in designing programs to be culturally relevant and accommodate the culturally related and academic needs of American Indian students.

Planning the schoolwide program should be based on the results of a comprehensive needs assessment. This needs assessment should reflect the opinions and needs of American Indian students and their families. It should also provide information about the academic, cultural, health, and other support needs of American Indian students. Finally, it should indicate the professional development needs of the teaching staff to meet the needs of American Indian students.

Implementation, monitoring and evaluation of the schoolwide program should involve American Indian parents, community members and students as appropriate. Ongoing monitoring will ensure that continuous program improvement is a natural part of the schoolwide program implementation.

III. The Relationship between Title IX Programs and Schoolwide Programs

Again, Title IX funds may not be used in schoolwide programs without the consent of the American Indian Advisory Council. However, the Title IX staff can be a valuable resource for schoolwide programs. Sharing ideas on curriculum, instruction and assessment, as well as material selection. Title IX programs can also supplement schoolwide programs with tutoring, homework centers and other extended day activities.

A Guide for Successful Schoolwide Programs for English Language Learners

SCHOOLWIDE AND PROGRAMS FOR ENGLISH LANGUAGE LEARNERS: SUCCESS FOR LANGUAGE MINORITY STUDENTS

Collaboration among all segments of a school's programs is essential for the success of students who are not yet fluent in English. This supplement offers guidance and suggestions for helping local education agencies, school site leadership teams, and other interested individuals, in planning, implementing and refining successful schoolwide programs that meet the needs of all students, including English Language Learners.

CONTENT

English Language Learners Needs and Services

- **I. Needs of English Language Learners**
- **II. Meeting the Needs of English Language Learners via Bilingual Education Programs: Title VII, LEP Program Guide/CCR**
- **III. Service Priorities**

Meeting the Needs of English Language Learners Via a Schoolwide Model

- **I. Role of District**
- **II. School Site Level**
- **III. Role of Programs for English Language Learners in Relationship to Schoolwide: Components of a Schoolwide Program, Effective Schools, Relevant School Services, Assessment Issues**

Schoolwide/Bilingual Education Service Model

Questions and Answers

Successful Schoolwide Models: Restructuring Strategies

Resources and References

Overview

I. Needs of English Language Learners

A key challenge for schools with English Language Learners (ELLs) is to enable academic learning for these students while simultaneously helping them learn to speak fluent English. California's schools feature a wide array of adaptive responses to the academic, linguistic and social needs of students who are fluent speakers of other languages. The students themselves vary greatly in their cultural and educational backgrounds. English Language Learners are often highly mobile, and thus do not experience consistency in the educational interventions which schools provide for them. Furthermore, English Language Learners whose native languages are uncommon rarely have the opportunity to participate in a school-based primary language support program. Even for speakers of Spanish and Indochinese languages, who form the majority of the ELL population in California, there is an acute shortage of teachers who are fully certified to teach them.

Currently, California's educational system does not sufficiently help students meet high standards of academic achievement when these students are poor, immigrant, limited-English speaking, and of African-American, Hispanic or Asian background. The number of LEP students has more than tripled in a decade and the proportion is increasing yearly. (Language Census data). English language learners cannot be lumped into a single category of underachieving students, because there are several different types of students within the broad category of ELL/LEP. These categories include:

- immigrant students, with little or no formal schooling, who speak little or no English
- immigrant students with strong formal schooling, who speak no English
- Native Indian students who have a native language that is not written
- students who speak English but whose primary language is not English
- students who speak English and another language but who are not proficient in English nor literate in their primary language
- students who fit more than one of these categories

- students who have been placed in educationally unsound programs and have suffered academic deficits as a result of these placements

The wide range of English Language Learners requires appropriate diagnosis, placement, and instruction. However, as noted earlier, there are not enough teachers who speak the languages of their students, and across the State of California, many English Language Learners receive much of their direct instruction from bilingual paraeducators. Typically, paraeducators have neither the academic or professional backgrounds to deliver challenging, high quality instruction. Also, cultural responsiveness, an essential ingredient in creating nurturing academic and social environments, is severely inhibited when teachers do not speak the languages of their students.

California's schools face an urgent need for improving the learning opportunities for ELLs. This is a multifaceted challenge, which requires concentrated and longitudinal efforts in professional development, recruitment and retention of new teachers, curriculum development, family and community involvement and prevention of at-risk factors.

Above and beyond the barriers that language poses for ELLs in California's schools, the parents of those students who wish to be actively involved in their children's education face significant barriers to their participation. Although many schools attempt to provide translators for various home/school meetings, translators are often not available where parents could be involved more meaningfully.

While the numbers of ELLs are increasing, their educational attainment remains low, not only in California but throughout the U.S. A recent study mandated by Congress (Moss and Puma, 1995) revealed that ELLs receive lower grades, are judged by their teachers to have lower academic abilities and score below their fellow students in standardized tests of reading and math. The *Improving America's Schools Act (IASA)* legislation has established a clear call for significant, schoolwide educational reform to address this national and state challenge for helping all students achieve high standards, regardless of their educational, social or linguistic backgrounds.

II. Meeting The Needs of English Language Learners Via Bilingual Education Programs

The California Department of Education has developed a specific set of guidelines, under the Coordinated Compliance Review process, which clearly delineates the schools' responsibilities for providing English Language Learners with educational services that will enable them to achieve high standards of academic excellence. Various fiscal resources are available to help schools meet these responsibilities: Title I (formerly Chapter 1), Economic Impact Aid (EIA), Migrant Education (Title I, Part C), and Title VII.

Title VII

Under *IASA* there exists another source of federal support for ELLs- Title VII. Title VII provides funds via a competitive, discretionary grant format, and is administered by the Office of Bilingual Education and Minority Language Affairs (OBEMLA). To receive a grant, eligible entities need to submit an application to the U. S. Secretary of Education and comply with all of the regulations and requirements that were established by legislation. Title VII's stated purpose affirms United States policy toward the education of limited English proficient students: "..to educate limited English proficient chidden and youth to meet the same rigorous standards for academic performance expected of all children and youth, including meeting challenging state content standards and challenging state performance standards in academic areas." Under Part A, Subpart 1 there are four basic types of Title VII programs- Program Development and Implementation, Program Enhancement, Comprehensive School, and Systemwide Improvement. A guidance document provided by OBEMLA describes each of these grants as follows:

- Program Development and Implementation grants are funded for three years, and are intended to develop and implement new comprehensive, coherent, and successful programs, including programs of early childhood education, K-12 education, gifted/talented education, and vocational/applied technology education.
- Program Enhancement grants are two-year grants, and are intended to carry out highly focused, innovative, locally designed project to expand or enhance existing programs.

- *Comprehensive School grants are five-year grants, and sound much like Schoolwide Programs*: These grants are to implement *schoolwide programs (note lower-case)* for reforming, restructuring, and upgrading all relevant programs within an individual school that serve all (or virtually all) children and youth in schools with significant concentrations. *The schools applying for these grants must meet the criteria of a minimum of 25% Limited English Proficient students, while Title I schools seeking to become Schoolwide Program schools must have 50% of their students identified as poor, not necessarily LEP. Thus, there is an important difference between a Title VII Comprehensive School grant and its discretionary funding for schoolwide reform and the Title I entitlement for poor children in a Schoolwide Program.*
- Systemwide Improvement grants are intended for district-wide implementation, in districts with 25% or 1,000 pupils in the system, and are funded for five years. These grants are awarded in order to implement district-wide programs to improve, reform, and upgrade relevant programs and operations, within an entire Local Education Agency (LEA), that serve a significant number of children and youth in LEAs with significant concentrations of such children and youth.

Those schools that are interested in writing proposals for future funding through Title VII can obtain materials and information directly from the Office of Bilingual Education and Minority Language Affairs (OBEMLA), U. S. Dept. of Education web site: http://www.adobe.com/prodindex/acrobat/readstep.html. For more information, schools and districts can contact the following California Department of Education staff members: Francisca Sanchez, Judy Lambert, or Terry Delgado.

LEP Program Guide/CCR

Provided by the Complaints Management and Bilingual Compliance Unit, the *LEP Program Guide*, "is designed to assist district personnel in understanding the legal requirements for the *State Program for Students of Limited-English-Proficiency(LEP)*. It may be used to design and assess LEP program services, and to prepare for program monitoring through self-reviews, Coordinated Compliance Reviews (CCR), Comité follow-up reviews, and complaints investigations." (p. i.) The legal basis for the *State*

LEP Program and many other resources and references are provided in the *Guide*, and both training and copies of the document can be obtained by calling (916) 657-4674.

The key dimensions which provide the framework for CCR are: Opportunity (Equal Educational Access); Teaching and Learning; Standards, Assessment and Accountability; Governance and Administration; Staffing and Professional Growth; Funding; and Parent and Community Involvement. Essentially, educational services for English Language Learners must focus on the central question: "Will this program or service ensure that our English Language Learners have the same high academic opportunities that are provided for fluent English speakers?"

III. Service Priorities

According to the California Language Census of 1996, there are approximately 1,323,767 English Language Learners in the state's K-12 schools. Of these students, over one million (79%) speak Spanish, and the next most common languages are Vietnamese, Hmong, Cantonese, Tagalog, Khmer, Korean, Armenian, Lao and Mandarin. Unlike other programs, there are no "priorities" pre-determined to serve any one language group over another. However, *The Improving America's Schools Act* does stipulate that resources are to be distributed in amounts sufficient to make a difference, to areas and schools where needs are greatest. (Sec. 1001. Declaration of Policy and Statement of Purpose)

With regard to Title I of the *Improving America's Schools Act*, the U.S. Department of Education explicitly stated, in a June 20, 1995 memorandum to Chief State School Officers, the following federal policy: "Title I, Part A provides that LEP students are eligible for Title I services on the same basis as other children selected to receive services. No longer does a local education agency need to demonstrate that the needs of LEP students stem from educational deprivation and not solely from their limited English proficiency."

In an effort to shed light on this issue, Professor Kenji Hakuta of Stanford University coordinated the production of a document that addresses LEP students and Title I. In the Guidebook that was developed, a basic principle clearly states, "LEP students are eligible for educational services on the same basis as other students served by Title I. Further, LEP students must be held to the same high content and performance standards required of all Title I students and assessed to determine how well they are progressing toward these standards. Their parents, to the extent practicable, must be given the opportunity to be full participants in their children's education." (p.3)

Meeting the Needs of English Language Learners
Via
A Schoolwide Model

I. Role of District

Districts can work with County, Statewide System of School Support, and Comprehensive Assistance Center staffs to help their schools develop educationally sound Schoolwide Programs. Careful identification and placement of students is essential, as is professional development for school staff and parents. Any program that is developed must be based on a comprehensive needs assessment, and it should provide coherent, comprehensive services for all students, including English Language Learners.

As described in *LEP Students and Title I: A Guidebook for Educators,* "The law states that a school participating in a schoolwide program shall use funds to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. Provisions under both schoolwide and targeted assistance programs require that Title I funds supplement rather than supplant funds for services that are required by other laws (e.g., Title VI of the Civil Rights Act, the Equal Educational Opportunities Act, and State bilingual laws.). Thus, the level of services necessary to meet Federal or State requirements must be provided from non-Title I sources. However, Title I funds may be used to coordinate and supplement those services, as well as provide other direct services to LEP students." (p. 29-30)

II. School Site Level

Requirements

Because the law requires that the Schoolwide Program plan be developed with the involvement of the community to be served, it is essential that individuals with expertise and interest in the education of ELLs be participants in the planning team. The law also requires that any school that desires to operate a Schoolwide Program must develop a *comprehensive* plan, *in consultation with the district, its school support team, or other technical assistance provider*. Furthermore, these plans must address the special needs and strengths of ELLs at the school and classroom levels, and the plans must be made available to the district, parents, and public, in the languages of the community. To the extent feasible, the plan must be translated into any language that a significant percentage of the parents of participating children in the school speak as their primary language.

All parents, including those who are themselves LEP, must be given the opportunity to be actively involved in their children's education. In order to monitor student progress, individual student assessment results must be provided for parents, in a manner and language that ensures that parents understand their children's assessment information.

The law also requires that assessment results be disaggregated within each State, Local Education Agency (district) and school by gender, major racial/ethnic group, English proficiency status, migrant status, students with disabilities, and economically disadvantaged students. Also, for purposes of making inferences about how ELLs are making annual progress in achievement, ELL data should ideally be monitored and analyzed in such a manner that, over time, comparisons can be made that are statistically powerful.

III. Role of Programs for English Language Learners in Relationship To Schoolwide

Components of a Schoolwide Program:

The essential components of a Schoolwide Program for English Language Learners are the same as for any other Schoolwide plan, but would need to reflect the unique strengths and needs of these students:

- a comprehensive assessment of the school based on information on the performance of students in relation to the State content standards and State student performance standards
- Schoolwide reform strategies
- instruction by highly qualified staff
- professional development
- strategies to increase parental involvement
- plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
- measures to include teachers in the decisions regarding the use of assessment
- activities to ensure that students who experience difficulty mastering any of the standards are provided with effective, timely assistance

Effective Schools for LEP/ELLs

Effective schools for ELLs share many of the same features of effective schools for any other group of students, but place more emphasis on certain features. As Hakuta describes, "...attributes of effective schools for LEP students include a school culture where: the school community values English language learners, their native languages and cultures on the one hand, and challenges bigotry, prejudice and discrimination on the other; and the school community has both a shared vision and common goals for all students (particularly important, because many English language learners find themselves in programs that are marginal to the school or are themselves held to different standards than their mainstream peers)." (p. 27)

Furthermore, schools that successfully educate LEP students feature carefully designed staff development, and the structure of the instructional program is based on school and community contextual factors and goals. Researchers August and Pease-Alvarez (1995), note that there is no one "right way" to educate ELLs, but that different approaches are necessary because of the diversity of conditions faced by schools. These researchers recommend that local staff and community members identify the conditions under which one or a combination of approaches are best suited, and then adapt these models to match their own particular situations. Articulation and coordination within and between feeder schools helps students make smooth transitions, and a wide range of parent/community activities help families become involved advocates for their children's' school.

Most importantly, guiding LEP students through the different levels of schooling will help them succeed. Under Section 1114. a Schoolwide plan may include counseling, mentoring services, college/career awareness, preparation, and guidance. In a report prepared by USDE, some Schoolwide Program schools with exemplary practices for LEP students emphasized cooperative learning in untracked classes and instructional approaches that inspire children's curiosity, encouraging them to think critically. Also, these schools demonstrated respect for their students' cultural backgrounds. Thus, the social context of school and schooling is of paramount importance in the construction of any significant school reform, including a Schoolwide Program.

School Services Which Contribute to the Academic Success of English Language Learners

The following brief list may serve as a starting point for ideas that could help a Schoolwide Program planning team think about the school services that would help English Language Learners achieve high standards:

- **a coherent English Language Development program**

  -timely, continuous and reliable language assessment

  -a master class schedule which provides for students at different language acquisition stages

  -materials and staff expertise on developing language proficiency through content instruction

  -prompt academic assessment for immediate placement into appropriate classrooms and/or instructional settings

- **literacy support in the home**

  -adult literacy in the primary language and/or ESL classes for parents

  - workshops on promoting literacy in the home
  - books or other texts for families to read at home
  - family literacy projects
- **curriculum relating to life experiences of all cultural groups represented by the students**
- **extra academic learning time**
  - more time during classroom instruction and assessments
  - after/before school time for homework assistance and/or enrichment classes
  - supplementary summer programs which prepare students for upcoming academic challenges
  - inter-sessions for off-cycle year-round students who arrive later in the school year
- **academic instruction requiring group work**
  - cooperative learning coupled with status treatments that promote teamwork and mutual support
  - long term student team research projects
  - opportunities to write about shared experiences
- **clubs and activities organized to promote pride in the students' ethnic/cultural background**
- **professional development for teachers, support staff and administrators to recognize and teach to the strengths and needs of English Language Learners**
- **coordination with other programs and social service agencies**
  - Title VII, Head Start, other categorical programs
  - community clinics, other social service agencies.

Assessment Issues

As with any other student population schools must play close attention to issues of assessment of English Language Learners. It is essential that teachers and students see the connections between curriculum and instruction and between instruction and assessment. Teachers and students are the primary users of assessment, and by using multiple measures of assessment, a Schoolwide Program school can ensure that all of its students are receiving appropriate instructional services as they work toward achieving high standards. Thus, monitoring student progress is of primary importance in order for schools to continuously improve.

A recently published draft of a document, *Improving Schooling for Language Minority Children* was commissioned by the National Research Council, and the authors of that research report included a summary of assessment issues related to ELLs. This summary addresses assessment from a national perspective, but the key issues are relevant for all ELLs, including California's students. Because assessment of ELLs in Schoolwide Programs is so central to achieving high standards, school leadership teams would benefit from discussion or reflection on the authors' insights about this issue: "From the literature on student assessment, the following key findings can be drawn:

- Several uses of assessment are unique to English-language learners and bilingual children. They include identification of children whose English proficiency is limited, determination of eligibility for placement in specific language programs, and monitoring of progress in and readiness to exit from special language service programs.
- English-language learners are assessed for purposes that extend beyond determination of their language needs, including placement in categorically funded education programs such as Title I, placement in remedial or advanced classwork, monitoring of achievement in compliance with district-and/or state-level programs, and certification for high school graduation and determination of academic mastery at graduation.
- It is essential that any assessment impacting children's education strive to meet standards of validity (whether inferences drawn are appropriate to the purposes of assessment) and reliability (whether assessment outcomes are accurate in light of variations due to factors irrelevant to what the assessment was intended to measure.)
- States and local districts use a variety of methods to determine which students need to be placed in special language-related programs and monitor students' progress in those programs. Administration of language proficiency tests is the most common method. Achievement tests in English are also frequently used.

- Regardless of the modality of testing, many existing English-language proficiency instruments emphasize measurement of a limited range of grammatical and structural skills.
- States use a variety of procedures to assess student academic performance, including performance-based assessments and standardized achievement tests, and states are in various stages of incorporating English-language learners into these assessments.
- To a large extent, the field lacks instruments appropriate for assessing very young English-language learners, as well as English-language learners with disabilities.
- The standards-based reform movement has major implications for the assessment of English-language learners." (Hakuta, et al, 1997, Executive Summary)

Whatever assessment system is used or developed must collect and disaggregate data on the progress of English Language Learners.

Schoolwide/Bilingual Education Service Model

All too often, bilingual education programs for English Language Learners are caught up in controversy because of inaccurate terms, false assumptions and political rhetoric. A Schoolwide Program planning team would do well to focus instead on using data to drive decisions in order to create educational services which would maximize their students' human potential. Thus, a school culture that features high standards, excellent curriculum and instruction, multiple and authentic measures for student assessment, and that values and believes in *continuous improvement*, will be effective with all students, including ELLs.

Linkages with home and community are also vital to the success of any educational program, because the learning enterprise is essentially one of knowledge construction rather than one of knowledge transfer. Volumes of research illustrate that human learning is most profound when the learner is actively engaged, works on or processes new information by connecting the new learning to existing knowledge structures. In classrooms with diverse groups of learners, students view problems and challenges from widely differing perspective and, if encouraged, can pose solutions employing a variety of strategies. The instructional process cannot strip away essential personal knowledge and context, because much less will be learned and retained. Thus, a Schoolwide Bilingual Education model that capitalizes on its students' diversity -cultures and languages-has the potential to ensure that all students reach challenging academic standards. When all is said and done, it comes down to ownership of the whole reform movement. Everyone involved in a Schoolwide Program must "buy-in" in order to realize the *IASA* vision for significant educational reform, for all students, including English Language Learners.

In a document prepared by the U.S. Department of Education, *Companion Document: Cross-Cutting Guidance for the Elementary and Secondary Education Act* (September, 1996), specific examples are provided for how schools have flexibility to develop sensible arrangements for meeting the needs of ELLs. By coordinating resources, staff and services, schools and districts can produce sound, effective instruction programs. On pages 26 and 27 of the document, the following ideas are provided for ways that schools with Title I or both Title I and Title VII funds can coordinate their programs:

- "Both Title I and Title VII encourage schoolwide staff development. Most teachers serving LEP students have little training in how second-language acquisition and cultural diversity influence learning or the educational experiences of students....Titles I and VII recognize that staff development is key to increasing the performance of all students. Title I requires and Title VII encourages recipients to demonstrate how they will provide intensive, sustained professional development to help all teachers teach to challenging State standards.
- With Title I aid, a school district could develop an accelerated before-and after-school program for LEP students. One type of program would pair high school and elementary school students for activities such as shared reading and writing time. Guided reading, math, and science activities and reinforcement of content concepts studied during the day would also be an integral part of these sessions.

A school district could use Title I funds for an accelerated summer academic program for LEP students to fortify the literacy skills and content knowledge developed during the school year. One type of program would group Title I-eligible LEP students by grade level, teaming them with English-proficient Title I students. This affords the LEP students extra opportunities to use English. The content-based language instruction program would be taught by a team of teachers, pairing a bilingual and non-bilingual staff member in each class. A variety of activities such as field trips are a vital part of the instructional program and provide opportunities for enriched language experiences."

Questions and Answers

In the *IASA* Information section of *Schoolwide Reform- A New Outlook,* there is included a commonly-asked question- "May Title I funds be used to meet the needs of LEP students in a Schoolwide Program?" The answer provided clearly states: "A Schoolwide Program is to upgrade the entire instructional program for all children, including LEP students. They will benefit from the program design. Reminder: Title I funds should *supplement*, not *supplant*, those funds and services that are required to be available to LEP students by other laws and regulations."

Another frequently asked question, is whether Title VII funds can be coordinated with a Schoolwide Program. In *LEP Students and Title I: A Guidebook for Educators*, the following policy description is found: "The Secretary has issued regulations exempting schoolwide programs from complying with statutory or regulatory provisions of most Federal education programs, *if the intent and purposes of those programs are met in the schoolwide program*....Thus, for example, a schoolwide program that wants to combine its Title I funds with its Title VII funds could not seek to exempt any programmatic provisions that would undermine efforts to meet the educational needs of LEP children. This means, for example, that the evaluation and improvement provisions of the Title VII bilingual education program could not be exempted because it would make it more difficult to determine if the intent and purposes of the bilingual program are being met. In short, the Special Rule is intended to allow schoolwide programs to combine funds from non-competitive formula and discretionary-grant programs to better serve the educational needs of all children. the Special Rule is not intended to eliminate a schoolwide program's obligation to satisfy all provisions of other programs that meet the educational needs of all children." (p. 31)

Further clarification was provided in a Department of Education regulation that states: "A school may use funds received under...the Bilingual Education Act to support its schoolwide program provided the program implements a bilingual education or special alternative instruction program that reforms, restructures, and upgrades the programs and operations that serve limited-English-proficient children and youth in the school." (60 *Federal Register* 49174, Sept. 21, 1995)

Successful Schoolwide Models

Please refer to the earlier section of the resource guide, *Schoolwide Reform- A New Outlook* for specific examples of successful Schoolwide Program models: Blanche Charles Elementary (p. V-5), William Anderson School (p. V-17, and Glassbrook Elementary School (p. V-19).

A 1995 report, *School Reform and Student Diversity: Case Studies of Exemplary Practices for LEP Students* also provides models, as it describes schools with exemplary practices for diverse, English Language Learners, and some of these schools are Schoolwide Programs.

Restructuring Strategies

Pages IV-19 through IV-23 of the Schoolwide Reform Resource Guide (WestEd) provide specific ideas for how schools can restructure as they plan a Schoolwide Program. Many of these strategies are ideally suited for schools with English Language Learners.

As Cuevas (1996) describes, paying attention to the social context of schooling for Language Minority (LM) students is of paramount importance: "Many school researchers have begun to examine issues beyond language when evaluating the schooling of LM students. Cortés (1981) maintains that sociocultural factors are just as salient as language instruction when establishing a school program for LM students. Lambert (1984) argues that subtractive language environments, in which students are expected to lose their native language slowly, inhibit language and academic achievement of LM students. Additive environments, on the other hand, promote the notion of bilinguality and support the desire of LM students to maintain their native cultures and languages." (p. 22)

Resources and References

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SUCCESSFUL PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED AND DELINQUENT

SUCCESSFUL PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED AND DELINQUENT

Part D of IASA supports efforts to improve educational services to children in local and State institutions for neglected and delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State content standards and challenging State student performance standards. It further provides such youth with services needed to make successful transitions from institutionalization to further schooling or employment and to prevent these youth from dropping out of school. Finally, it provides dropouts and youth returning from institutions with a support system to ensure their continued education.

CONTENT

Delinquent and Neglected Students - Needs and Services

I. Needs of Students

II. Meeting the Needs

III. Service Priorities

DELINQUENT AND NEGLECTED STUDENTS: NEEDS AND SERVICES

1. Needs of Delinquent and Incarcerated Students

In each of California's fifty-eight county offices of education and major school districts, provisions are made for the education of children and youth who are incarcerated in juvenile detention facilities or adult correctional institutions, members of group and foster homes, community day programs and schools that serve homeless children. Although most schools are not able to meet the needs of those students who are deemed delinquent by the court system; ready to drop out of school; and are parenting and pregnant teens, the State of California provides free public education through these institutions. These programs are expected to give such children and youth the opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Additionally, there is a need to provide services for children and youth to make successful transitions from institutionalization to further schooling or employment and to provide a support system to ensure their continued education.

II. Meeting the Needs of Delinquent and Incarcerated Youth

Projects under Part D of IASA describes Institution-Wide Projects and Correctional Facilities receiving funds under this Section These projects are required to:

- Provide for a comprehensive assessment of the educational needs of all youth in the institution or program serving juveniles;
- Provide for a comprehensive assessment of the educational needs of youth aged 20 and younger in adult facilities who are expected to complete incarceration within a two-year period;
- Describes the steps the state agency has taken , or will take to provide all children under age 21 with the opportunity to meet challenging State content standards and challenging State performance standards in order to prove the likelihood that students will complete secondary school; attain a secondary school diploma or its recognized equivalent or find employment after leaving the institution;
- Describe the institutional program, pupil services, and procedures that will be used to meet the needs of this population including to the extent feasible, the provision of mentors for students;
- Describe how such funds will be used;
- Describe the measures and procedures that will be used to assess student progress;
- Describe how the agency has planned and will implement and evaluate, the institution-wide or program-wide project in consultation with personnel providing direct instructional services and support services in institutions or community-day programs for neglected and delinquent children and personnel from the State educational agency; and
- Include an assurance that the State agency has provided appropriate training for teachers and other instructional and administrative personnel to enable such teachers and personnel to carry out the project effectively.

III. Service Priorities

This purpose is to support the operation of local educational agency programs which involve collaboration with locally operated correctional facilities to:

- carry out high quality education programs to prepare youth for secondary school completion, training and employment, or further education;
- provide activities to facilitate the transition of such youth from the correctional program to further education or employment; and
- operate dropout prevention programs in local schools for youth at risk of dropping out of school and youth returning from correctional facilities.

Each correctional facility entering into an agreement with a local educational agency (school district) to provide services to youth shall:

- where feasible, ensure educational programs in juvenile detention facilities are coordinated with the student's home school, particularly with respect to special education students with an individualized education program;
- notify the local school of a youth if the youth is identified as in need of special education services while in the facility;
- where feasible, provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention and intervention programs, tutoring and family counseling;
- provide support programs which encourage youth who have dropped out to reenter school once their term has been completed or provide such youth with skills necessary for such youth to gain employment or seek a secondary diploma or its recognized equivalent;
- work to ensure such facilities are staffed with teachers and other qualified staff who are trained to work with children with disabilities and other students with special needs taking into consideration the unique needs of such children and students;
- ensure educational programs in correctional facilities are related to assisting students meet high educational standards;
- use, to the extent possible, technology to assist in coordinating educational programs between the juvenile facility and the community school;
- where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further involvement of such children in delinquent activities;
- coordinate funds received under this program with other local, State and Federal funds available to provide services to participating youth, such as funds under the Job Training Partnership Act (JTPA) and vocational education funds;
- coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and
- if appropriate, work with local businesses to develop training and mentoring programs for participating youth.

The State educational agency may:

- reduce or terminate funding for projects under this section if a local educational agency (school district) does not show progress in reducing drop out rates for male and female students over a 3 year period, and
- require juvenile facilities to demonstrate, after receiving assistance under this subpart for 3 years, that there has been an increase in the number of youth returning to school, obtaining a secondary diploma or its recognized equivalent, or obtaining employment after such youth are released.

MIGRANT STUDENTS: NEEDS AND SERVICES

I. Needs of Migrant Students

Most schools are structured to meet the needs of students who do not travel or who travel at "predictable" times. Migrant students travel with their families and sometimes older students travel alone across school district boundaries and states in order to harvest and process the food we all eat. Their travel is dependent on harvest and weather conditions. Migrant students education is interrupted because of work and travel schedules.

Non migrant students usually have access to health and support services in their communities. Migrant families are among the lowest paid of the working poor. Many migrant families do not have access to adequate housing and health services.

II. Meeting The Needs of Migrant Students Via Migrant Education Programs

Migrant Education is no a flow-through entitlement program such as Title I. It is a state-run program with five major purposes:

1. Support high quality and comprehensive educational programs for migratory children to helps reduce the educational disruptions and other problems that result from repeated moves;
2. Ensure that migratory children are provided with appropriate educational services (including support services) that address their special needs in a coordinated and efficient manner;
3. Ensure that migratory children have the opportunity to meet the same challenging standards that all children are expected to meet;
4. Design programs that help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to post secondary education or employment; and
5. Ensure that migratory children benefit from State and local system reforms.

III. Service Priorities

the above program purposes call for supplementary services that strengthen the capacity of the school community and migrant parents to respond to the special needs of migrant students.

Migrant Education services focus on students who are most at risk and who's regular education program has been disrupted by mobility. In addition, IASA mandates that Migrant Education resources be utilized to provide services to 3-4 year olds and 18-21 years olds (who have not completed high school).

Systemic reform must address the underlying obstacles that inhibit migrant students access to challenging standards. Migrant Education impacts academic achievement by focusing program resources in priority areas beyond the classroom and beyond the school setting. These priorities include:

- identification and recruitment of migrant students 3-21 years of age;
- collaboration with agencies and organizations to provide additional resources to migrant students;
- extended day/year and outreach (e.g., summer Pk-12 instructional programs, college based summer programs for the highest risk migrant students, home based and intersessions);
- counseling and support services;
- parent training and education;
- professional development for migrant and non-migrant paid staff who work with migrant students;
- career ladder programs utilizing the "Mini Corps" model;
- computerized record transfer;
- technical assistance to districts, schools in areas of regulations, program planning and implementation, monitoring and evaluation.

In addition, Migrant Education provides specialized services to 3-4 year Olds and 18-21 year Olds (who have not completed high school). These services include:

(Preschool)

- Migrant Even Start Programs (MEES);
- home base/outreach readiness skills activities;
- referral to agencies for support services;

(18-21 Years Olds)

- High School Equivalency Program Collaborative/HEP (Bilingual Program coordinated with Sacramento State University to assist students in passing GED tests and obtaining High School Equivalency Diploma);
- INEA (adult education program coordinated with the Mexican Consulates to provide an instructional program in Spanish for students at the pre/beginning literate levels and above);
- Portable Assisted Study Sequence Program/PASS (study units for students who need a few units towards graduation);

- special leadership, goal setting sessions;
- referral and follow-up services to Adult Education, ROP. GAIN, etc: and
- support services (e.g., transportation to education programs, assistance with babysitting needs for young parents, special counseling, etc.)

Meeting The Needs of Migrant Students
Via
A Schoolwide Model

Schools that are planning on going Schoolwide should include the following steps to insure that migrant students receive the services to succeed in school and graduate.

Steps To Success

I. Role of District: Schools enrolling migrant students should early on meet with the district and the Migrant Education Regional Office . Among the series to be determined are:

2. Identify the needs of migrant students in all schools in all schools in the district in support services as well as academic levels.

3. Identify the levels of non migrant services that are serving migrant students in all schools.

Based on the above process, priority must be given to migrant students in schools where the most need exist. "Most need" is defined by the academic and support services needed by migrant students in relationship to the non migrant services provided at a school site. Migrant resources should first be utilized at school sites where migrant students' needs are high and non migrant resources to meet these needs are low.

II. School Site Level

Schools that choose to utilize a Schoolwide model for delivering services should include the following steps in the planning process to insure success for migrant students:

1. Stakeholders: Include migrant staff, parents and students (secondary) in planning a Schoolwide program, including but not limited to the following activities-participation on school leadership teams; providing input via surveys, class and group discussions, participating in task groups and planning committees, providing information to school staffs, committees and school boards via presentations and reports.

"Schoolwide planning sessions should be held at times that are convenient for the leadership team, and when other needs such as training, babysitting and translation, can be managed."
CDE Schoolwide Program Readiness and Update Memo, Hanna Walker 8/30/96

2. Technical Assistance; In many regions of California, migrant staff has been trained to assist school in planning Schoolwide programs. See Migrant Education Regional Directory in *Reference and Resource Section* of this supplement and/ or contact the S4 Center in your area for access to Migrant Education technical assistance.

Note: Technical Assistance is a requirement for the planning and implementation of Schoolwide programs.

3. Planning: IASA recommends a minimum of a year of planning. School leadership teams utilizing a Schoolwide model for delivery of services to migrant students shall be provided an orientation on Migrant Education in relationship to Schoolwide models as part of the planning process. Planning consist of the following steps:

  a. Comprehensive Needs Assessment: Shall include assessment of the needs of migrant students due to the working and living conditions of their families, including but not limited to the following areas-gaps in academic background due to mobility, etc. (e.g., variable credit needs for secondary students,) unmet health needs, lack of basic school and basic supplies, second/bilingual language needs, feelings of isolation due to frequent moves, etc.

  "A school intending to go Schoolwide that enroll migratory students, must, in collaboration with parents and/or migrant organization that represents them or both address the needs of these students resulting from their migratory status (see CFR 200.8(c)(3)(B)(I)).

  b. The Plan: Targets migrant student education and health needs. It addresses mobility, economic levels, access to community services, long term goals of completion of high school, post secondary, cultural and language diversity, etc. Special attention needs to be paid to students who enter school late or must leave before the school year is completed.

4. Implementing, Monitoring and Evaluation of Schoolwide Programs: Migrant staff, parents and students (secondary) should be involved in all the stages of a Schoolwide program. The plan should be changed if the ongoing evaluation process reflects flaws in the plan and/or evidence that the program is not assisting migrant students achieve challenging standards.

5. Quality Control and Accountability: There are several processes that will insure that the Schoolwide process meets the needs of migrant students as well as all students

  a. Technical Assistance Providers- Should provide input at all stages to keep the process moving in a direction that will meet the intent of the law. Technical assistance providers should be well versed in Migrant Education and the needs of migrant students.

  b. Stakeholders- Involvement of migrant staff and parents are not only required by law but will also assist in insuring that migrant students needs are addressed and services that target the needs of migrant students are in place.

  c. Professional Development- Professional development should be linked directly to the plan which includes in service of the school boards that approve the Schoolwide plans.

d. Evaluation processes- The law requires reporting to community and parents of progress being made by students in Schoolwide programs. Evaluation data must also be reviewed and reported by populations which includes migrant students. If individual students are not succeeding assistance must be provided to those students.

e. CCR. PQR. Focus on Learning- Self assessments and California Department of Education's CCR and PQR processes assist schools in improving the academic program they provide to students.

6. Funding and Resources: Deciding how to use funds and resources from federal sources, including Migrant Education, will depend on what needs have been identified and what services are needed to meet those needs. Many schools that have completed the planning process have decided to keep migrant services supplemental in nature due to the many needs of migrant students. In addition, since migrant resources must be viewed in terms of students in all school in the district, the funding amount may not change or in some cases may decrease at a Schoolwide school because of more needs and less resources at another school or schools in the district. Migrant Education resources are one of the smaller sources available compared to districts base Title I funds and some other funding sources.

III Role of the Migrant Education Program in Relationship To Schoolwide:

Some services may be more effectively provided through the Migrant Education Regional Offices These include educational and support services to 18-21 year Olds that have not graduated from high school; emergency health and dental services to migrant students 3-21 years of age; collaboration with agencies and organizations that provide additional resources to migrant students. In addition, the Migrant Education Offices will support the districts efforts in insuring that migrant students are ready to learn by providing supplemental and extended day/year instructional programs that are designed to meet the special needs of migrant students. Supplemental staff development activities and parent education/training will also be provided at the regional level to support and compliment the efforts of districts and schools.

Note: 1. *Funding is the last step in the planning process no the first.*
2. *The Migrant Program (by law) must also provide services to PreK and 18-21 year Olds.*
3. *Migrant resources and services are distributed based on district wide needs (migrant students in all schools)*
4. *Migrant resources (by law must address support services, record transfers, ID&R activities, etc.*
5. *Combined funding from all sources must meet the needs of migrant students via a Schoolwide plan, if this is not possible migrant services and resources may still need to remain supplemental at a school site.*

MIGRANT STUDENTS: NEEDS AND SERVICES

I. Needs of Migrant Students

Most schools are structured to meet the needs of students who do not travel or who travel at "predictable" times. Migrant students travel with their families and sometimes older students travel alone across school district boundaries and states in order to harvest and process the food we all eat. Their travel is dependent on harvest and weather conditions. Migrant students education is interrupted because of work and travel schedules.

Non migrant students usually have access to health and support services in their communities. Migrant families are among the lowest paid of the working poor. Many migrant families do not have access to adequate housing and health services.

II. Meeting The Needs of Migrant Students Via Migrant Education Programs

Migrant Education is no a flow-through entitlement program such as Title I. It is a state-run program with five major purposes:

1. Support high quality and comprehensive educational programs for migratory children to helps reduce the educational disruptions and other problems that result from repeated moves;
2. Ensure that migratory children are provided with appropriate educational services (including support services) that address their special needs in a coordinated and efficient manner;
3. Ensure that migratory children have the opportunity to meet the same challenging standards that all children are expected to meet;
4. Design programs that help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to make a successful transition to post secondary education or employment; and
5. Ensure that migratory children benefit from State and local system reforms.

III. Service Priorities

the above program purposes call for supplementary services that strengthen the capacity of the school community and migrant parents to respond to the special needs of migrant students.

Migrant Education services focus on students who are most at risk and who's regular education program has been disrupted by mobility. In addition, IASA mandates that Migrant Education resources be utilized to provide services to 3-4 year olds and 18-21 years olds (who have not completed high school).

Systemic reform must address the underlying obstacles that inhibit migrant students access to challenging standards. Migrant Education impacts academic achievement by focusing program resources in priority areas beyond the classroom and beyond the school setting. These priorities include:

- identification and recruitment of migrant students 3-21 years of age;
- collaboration with agencies and organizations to provide additional resources to migrant students;
- extended day/year and outreach (e.g., summer Pk-12 instructional programs, college based summer programs for the highest risk migrant students, home based and intersessions);
- counseling and support services;
- parent training and education;
- professional development for migrant and non-migrant paid staff who work with migrant students;
- career ladder programs utilizing the "Mini Corps" model;
- computerized record transfer;
- technical assistance to districts, schools in areas of regulations, program planning and implementation, monitoring and evaluation.

In addition, Migrant Education provides specialized services to 3-4 year Olds and 18-21 year Olds (who have not completed high school). These services include:

(Preschool)

- Migrant Even Start Programs (MEES);
- home base/outreach readiness skills activities;
- referral to agencies for support services;

(18-21 Years Olds)

- High School Equivalency Program Collaborative/HEP (Bilingual Program coordinated with Sacramento State University to assist students in passing GED tests and obtaining High School Equivalency Diploma);
- INEA (adult education program coordinated with the Mexican Consulates to provide an instructional program in Spanish for students at the pre/beginning literate levels and above);
- Portable Assisted Study Sequence Program/PASS (study units for students who need a few units towards graduation);

- special leadership, goal setting sessions;
- referral and follow-up services to Adult Education, ROP. GAIN, etc: and
- support services (e.g., transportation to education programs, assistance with babysitting needs for young parents, special counseling, etc.)

Migrant Education- Successful Strategies For Schoolwide Implementation

1. Coordinate with State Office of Education so that migrant students' needs, the laws pertaining to Migrant Education, implementation strategies, etc. are included in all schoolwide state documents, publications advisories and ***statewide system of school support***.

2. Keep an up to date list of all schools with migrant students that have the potential, or intend to be, or are schoolwide.

3. Make sure that Migrant Education staff and parents are part of the school teams that plan and monitor schoolwide programs (***Invite yourselves to the party!***).

4. Be part of the technical assistance to schools that are going schoolwide.

5. Provide general orientation on schoolwide to all migrant parents and staff.

6. Check schoolwide plans to insure that they address and meet the needs of migrant ***students. Don't approve or sign off if plans are not addressing/meeting the needs of migrant students!***

7. Advocate for quality Governing Boards/School Boards orientation and training on schoolwide (which includes information on migrant students and the program) that is provided ***before*** schoolwide plans are read by Boards.

8. Be part of the team that provides the training to Governing Boards/School Boards on schoolwide.

9. Be part of the team that provides ongoing monitoring and evaluation of the plans.

10. Advocate for changes in the plan if assessment/evaluation data on migrant students does not show adequate growth.

11. Document Migrant Education involvement (***and be involved***), how plans are working for migrant students(assessment/evaluation data) and based on documentation, ***be prepared to provide input*** on schoolwide for migrant students at ***the next Reauthorization of Title I.***

Estrategias para crear programas *Schoolwide* que sirven bien a la educación de alumnos migrantes

1. Coordinar con la oficina estatal del Program Migrante del Departamento de Educación de California para que las necesidades de alumnos migrantes, las leyes que pertenecen al Program Migrante, y las estrategias para establecer un programa *Schoolwide*, etc., sean incluídas en:
   - todos los documentos del estado sobre *Schoolwide*;
   - todas las publicaciones sobre *Schoolwide;*
   - todos los avisos sobre *Schoolwide*; y
   - los servicios de *S4-Statewide System of School Support* (el sistema estatal para el apoyo de programas *Schoolwide*.)

2. Identificar cuales escuelas de la lista *Schoolwide* estatal (escuelas que tienen la posibilidad de convertirse en programas *Schoolwide*, están tratando de convertirse en programas *Schoolwide*, o que ya sean *Schoolwide)* también sirven alumnos migrantes.

3. Asegurar que los administradores, maestros, padres y otro personal del Programa Migrante participen en escribir planes y supervisar programas *Schoolwide* en sus comunidades. ***(¡Invítase a la mesa!)***

4. Ser parte de la ayuda técnica para las escuelas que van a convertirse en programas *Schoolwide.*

5. Proveer una orientación general sobre *Schoolwide* a todos los padres y personal del Programa Migrante.

6. Revisar planes locales de programas *Scholwide* para asegurar que responden a las necesidades de alumnos migrantes. ***(No firmar o aprobar planes Schoolwide que no responden las necesidades de alumnos migrantes.)***

7. Abogar por una orientacion y un entrenamiento sobre *Schoolwide* para mesas directivas de distritos escolares (que incluyen información sobre niños migrantes y el programa Migrante) ***antes*** de que cualquiera escuela sea revisada por su mesa directiva para convertirse en programa *Schoolwide.*

8. Ser parte del equipo que entrena a las mesas directivas de distritos escolares sobre *Schoolwide.*

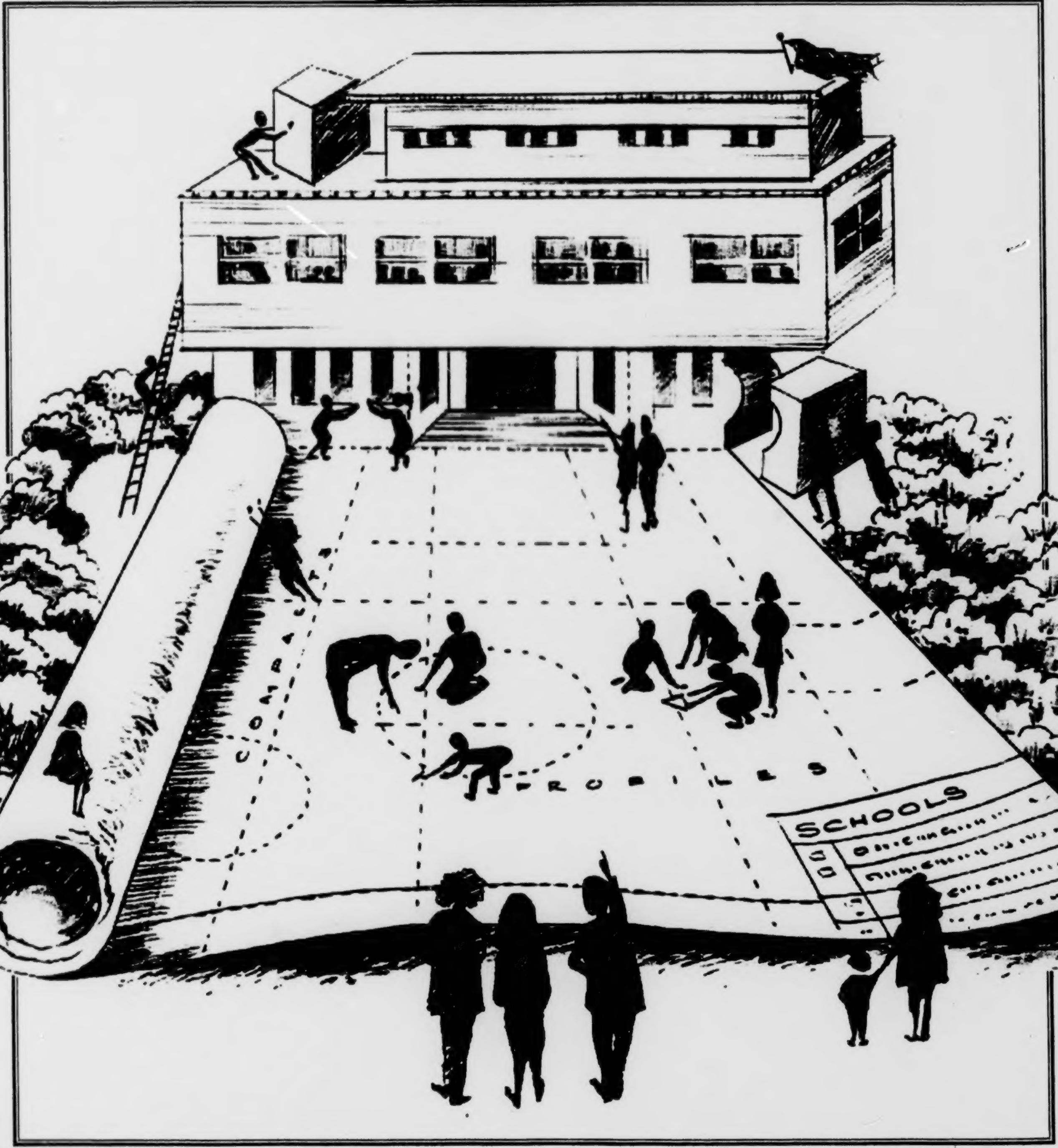
9. Ser parte del equipo que revisa y evalua los planes *Schoolwide.*

10. Abogar por cambios en los planes *Schoolwide* si acaso los resultados académicos y las evaluaciones muestran que los alumnos migrantes no están progresando bastante.

11. Documentar el envolucramiento del Program Migrante ***(envolucrarse):***
    - revisar como los programas *Schoolwide* sirven alumnos migrantes (através de asesoramiento académico y evaluación) y basados en documentación escrita
    - ***ser preparados para informar*** como los programas *Schoolwide* sirvieron a alumnos migrantes **para la siguiente reautorización del Título I del IASA (la ley mejorando las escuelas de America)**

Parents ask about

Title I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TITLE I, IMPROVING AMERICA'S SCHOOLS ACT OF 1994

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Parents ask about

Title I

What is Title I?

Title I (pronounced "Title One") is the largest federal aid program for elementary, middle, and high schools. Through Title I, the Federal government gives money to school districts around the country based on the number of low-income families in each district. Each district uses its Title I money for *extra educational services* for children who are behind in school.

You may know Title I by its old name, Chapter 1. But the new Title I is different. It is based on three important ideas:

For more on standards, read the brochure *Parents Ask About Standards*

1. **All students should work toward the same high standards.** Title I's job is to provide help to students who need it to make sure they reach the same *standards* as everyone else in their school or district. Standards describe what students should know and be able to do at each grade level. Schools cannot have different standards for Title I students compared to other students.

2. **Local districts, schools, and parents know best what their students need to succeed.** Title I allows them to decide how to use Title I money to help students who are behind.

3. **Parents are partners in helping all students achieve.** Parents have the *right* to be involved in the design and operation of their school's Title I program. At the same time, parents have a *responsibility* to help their children succeed in school.

How can Title I money be used?

Districts, schools, and parents and have a lot of choice in how they set up their Title I program, as long as it helps low-achieving students meet the same standards that have been set for all other students. For example, Title I money can be used to:

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- ☐ provide after-school, weekend or summer school programs,
- ☐ train teachers and other staff,
- ☐ buy equipment and learning materials,
- ☐ support parent involvement activities,
- ☐ hire special teachers, tutors or aides (usually in reading, language arts or math).

Which students can get Title I help?

Title I programs are for the children who need help the most — those who are furthest behind in school. Each school community decides which students are most in need of Title I services.

Schools where more than half of all students are low-income can operate a school-wide Title I project.* This means all students in that school can receive Title I services.

How can Title I help me as a parent?

Title I money can be used for many types of parent involvement activities. It can be spent on:

- ☐ Family literacy activities
- ☐ Parent meetings and training activities
- ☐ Transportation and child care so that parents can come to school activities or volunteer in the classroom
- ☐ Materials that parents can use to work with their children at home
- ☐ Parent resource centers

For more information on policies, read the brochure *Parents Ask About Parent Involvement Policies*

For more information on compacts, read the brochure *Parents Ask About Compacts*

How can I find out what my Title I program offers parents?

All Title I programs must have in place a plan for how it will involve parents. This plan, called a *parent involvement policy*, explains how the school and district support the important role of parents in education. The parent

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*As of July 1, 1996

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involvement policy must include a *compact*, which is a written statement of what schools and parents are each supposed to do to help students achieve.

If my child is in Title I, how can I help?

Parents can help their children be more successful by *teaching* them in ways that add to what the teacher is doing... by *learning* more about their school... by *supporting* their children and the school... and by *making decisions* about their children's education.

Here are some ways you can do all that:

☐ Find out what your child is supposed to learn to meet the standards for his or her grade level.
☐ Find out what your child is being taught.
☐ Find out how the Title I program is helping your child meet the standards.
☐ Keep in close touch with your child's teacher.
☐ Make sure your child does his or her homework.
☐ Attend parent-teacher conferences.
☐ Talk with your child about school.
☐ Become a school volunteer.
☐ Join your local parent-teacher organization.

How can I help my school's Title I program?

There are many ways you can become involved:

☐ You can help plan or review your school's Title I program.
☐ You can help develop your school's plans for how parents and schools can work together (its parent involvement policy and its compact).
☐ You can work on the committee that reviews your state's Title I policies.

How will I know if the Title I program at my child's school is working?

Schools need to show that their Title I programs are working. This means

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For more information on profiles, read the brochure *Parents Ask About School Profiles*

that their Title I students are learning the same things and gaining the same skills as all the other students. It also means that Title I students are making good progress each year to reach the standards set by the school for all students. Parents can get this information from the *school profile* which is like a report card on the school. If Title I programs are not working, states and districts are required by law to improve them.

What else do I need to know?

Because every school designs its own Title I program, every program will be different. Here are some questions you might want to ask to find out how Title I works in your school:

Ask about putting a Title I program together

What Title I money is available to our state for improving schools?
Does the school have a Title I program in place? If not, when will the program be available?
Who's in charge of developing the program for our school?
What is the process for creating the program?
How are parents involved in that process?
What part can I play in creating the program?
How can I help the program once it is started?

Ask about Title I and your school

What Title I program does the school have?
Are students pulled out of class for Title I instruction, or are they taught in the regular classroom?
Who provides Title I services, the regular classroom teacher or another teacher?
How are children chosen for Title I?
How is progress measured for children in Title I? Will progress be measured the same as for all other children in the school, as Title I requires?

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How is the school involving Title I parents?

How can I get a copy of the school performance profile to see how Title I children, and all children, are doing in the school?

Ask about Title I and your child

Why was my child chosen for Title I?

How will the school's Title I program help my child?

Are you expecting my child to know what all children in school are expected to know, as Title I requires?

How will I be told how my child is doing?

Will I meet with my child's regular classroom teacher to find out how my child is doing in the Title I program?

Are there other special programs I should learn about for my child?

What if my child needs help after Title I services have ended?

Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- ☐ The school principal
- ☐ The Title I director in the school
- ☐ The superintendent of schools
- ☐ Members of the school board
- ☐ Members of the parent-teacher organization
- ☐ The parent coordinator
- ☐ Staff members at the parent resource center
- ☐ Other parents

Other brochures in this series available from your school

Parents Ask About Standards
Parents Ask About Parent Involvement Policies
Parents Ask About Compacts
Parents Ask About School Profiles

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National sources of help about Title I:

To get a copy of Improving America's Schools Act of 1994, contact the U.S. Senate Document Room, Telephone: **202-224-7701**; FAX: **202-228-2815**

National Coalition of Title I Parents

Edmonds School Building
9th & D Streets, N.E.
Washington, DC 20002
Telephone: **202-547-9286**

The National PTA

Office of Governmental Relations
2000 L Street, N.W.
Washington, DC 20036
Telephone: **202-331-1380** FAX: **202-331-1406**

Center for Law and Education

National Title I and School Reform Advocacy Project
Center for Law and Education
1875 Connecticut Ave., N.W., Suite 510
Washington, DC 20009
Telephone: **202-986-3000** FAX: **202-986-6648**

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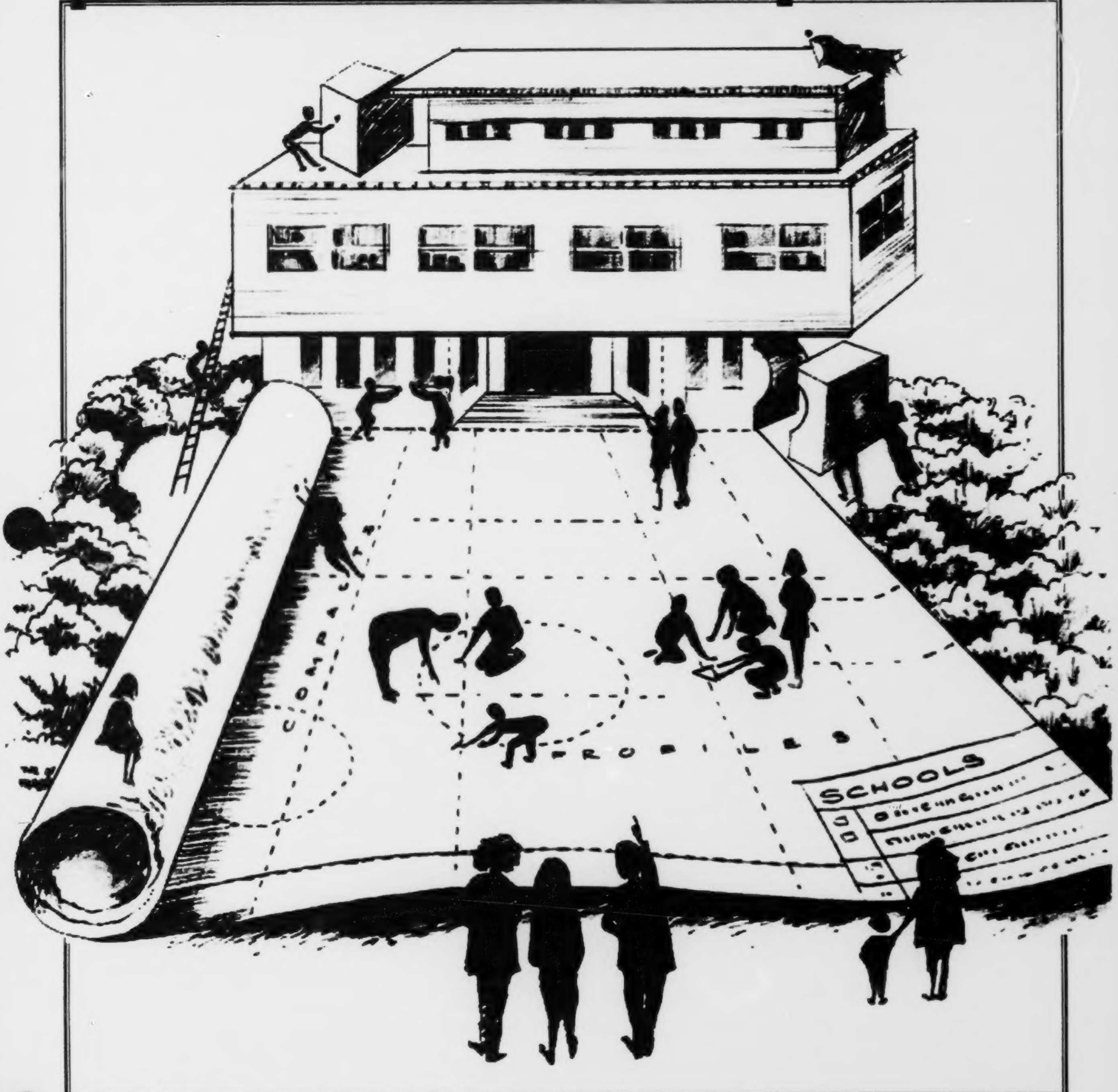
Parents ask about

parent involvement policies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PARENT INVOLVEMENT POLICIES: A Requirement of Title I, Improving America's Schools Act of 1994

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Parents ask about

parent involvement policies

What is a parent involvement policy?

For more on Title I, read the brochure *Parents Ask About Title I*

A parent involvement policy explains how the school district or the school itself supports the important role of parents in the education of their children. Every school district that receives Title I money must have a parent involvement policy. So must every school in the district that receives Title I money. (Title I is a Federal aid program that provides extra educational services for children who are behind in school.)

How does a parent involvement policy explain how schools and parents will work together?

The policy will cover a wide range of issues, such as:

- ☐ What the school staff will do to support parent involvement
- ☐ Parents' rights and responsibilities
- ☐ How school staff will communicate with parents
- ☐ The school procedure for complaints and other concerns

The policy may spell out general goals for parent involvement, such as:

> All schools in the district will have a plan for providing ongoing information to parents about how their children are educated.

And, the policy may include specific directions on what school staff and parents should do, such as:

> Teachers must hold annual parent-teacher conferences during the school year.

What will be in my district's parent involvement policy?

For more information on standards, read the brochure *Parents Ask About Standards*

The district policy describes the district-wide plan for involving parents in their children's education and in the Title I program. It describes how all schools and *parents in the district* will work together to help Title I students achieve the district's *standards of learning*. (Standards describe what students should be able to know and do at each grade level.)

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These are the topics that must be included in your district's policy:

- ☐ How parents will be involved in determining what the school needs to do to help their children achieve the standards
- ☐ How parents will be involved in developing the Title I plan at their school
- ☐ How the district will help its Title I schools involve parents
- ☐ How the district will coordinate the parent involvement activities of Title I and other programs such as Head Start and Even Start
- ☐ The district's plan for reviewing and evaluating its policy each year

What will be in my school's parent involvement policy?

Your school is required by Title I to involve parents in several specific ways.

For more information on compacts and profiles, read the brochures *Parents Ask About Compacts* and *Parents Ask About School Profiles*

The policy must describe the school's plans for:

- ☐ An annual meeting for parents to describe Title I
- ☐ Other parent meetings
- ☐ Giving parents up-to-date information about their children in an easy-to-understand form
- ☐ Coordinating the parent involvement activities of Title I and other programs in the school

In addition, the policy must include a *compact*, which is a written agreement of what schools and parents are each supposed to do to help students achieve.

Finally, the policy must describe the school's plans for developing a school *profile*, which is like a report card on your school.

How is the parent involvement policy developed?

The process that is used to develop the policy and put it into action will vary from district to district and from school to school. However, each district and each school is required to involve parents in the process. They also are required to give a copy of the policy to the parents of every child in Title I.

How will the parent involvement policy be put into practice?

Schools are allowed to use Title I money to support parent involvement.

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For example, they can use some of their Title I funds for workshops that inform parents about what their children are learning, or to buy materials that parents can use to help their children with schoolwork. Title I funds also can be used to provide child care or transportation for parents to attend school functions.

School districts that receive more than $500,000 from Title I must use at least 1 percent of the money to support parent involvement. (For $500,000, that would be at least $5,000.)

How can I make sure that my school's parent involvement policy is working?

Make sure you get a copy of your district's parent involvement policy and a copy of your school's policy. If you can't understand them, have someone from the school staff explain them to you.

Ask as many questions as you need to find out whether your district and school are doing what the policies say they will do to involve parents.

If the parent involvement policy has not yet been created, you can give your opinion to school staff on what should be in it. You may want to join the team that will write the policy. If the policy has been created, you can give your opinion on how it can be improved. Districts and schools must review their parent involvement policies every year. You may want to join the committee that reviews and updates them.

What else do I need to know?

Every parent involvement policy is different. Here are some questions you might want to ask to learn more about your district's and your school's policies:

Ask about developing the parent involvement policies

Do my district and school have parent involvement policies? If not, when will they be available?

Who's in charge of developing the policy for our district and our school?

What is the process for developing the policies?

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How are parents involved?

What part can I play in developing the parent involvement policy?

Ask about interpreting the policies

How do I get copies of the district and school parent involvement policies?

What do the policies say that the school will do for me and for other parents?

What do the policies expect me and other parents to do?

How do the policies protect my rights as a parent?

How do our policies compare to ones in other districts and schools?

If I don't agree with the policies, what can I do?

Ask about how your school uses the policies

What happens if school staff or parents do not follow the policies?

How is Title I money being used to support parent involvement?

Is other money available to support parent involvement?

Do the district and school review policies every year, as they are required to do?

Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- ☐ The school principal
- ☐ The Title I director in the school
- ☐ The superintendent of schools
- ☐ Members of the school board
- ☐ Members of the parent-teacher organization
- ☐ The parent coordinator
- ☐ Staff members at the parent resource center
- ☐ Other parents

Other brochures in this series available from your school

Parents Ask About Title I
Parents Ask About Standards
Parents Ask About Compacts
Parents Ask About School Profiles

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The following sections from "IMPROVING AMERICA'S SCHOOLS ACT of1994" that relate to parent involvement policies.

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec. 1118. Parental Involvement.

"(a) Local Educational Agency Policy .-

"(1) In general .-A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with the provisions of this section. Such activities shall be planned and implemented with **meaningful consultation with parents of participating children.**

"(2) Written policy .-Each local educational agency that receives funds under this part shall **develop jointly with, agree upon with, and distribute to, parents of participating children** a written parent involvement policy that is incorporated into the local educational agency's plan developed under section 1112, establishes the **expectations for parent involvement**, and describes **how the local educational agency** will-

"(A) involve parents in the **joint development of the plan** under section 1112, and the **process of school review and improvement** under section 1116;

"(B) provide the **coordination, technical assistance, and other support** necessary to assist participating schools in planning and implementing effective parent involvement;

"(C) build the **schools' and parents' capacity for strong parent involvement** as described in subsection (e);

"(D) coordinate and integrate parental involvement strategies under this part with parental involvement **strategies under other programs**, such as Head Start, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

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"(E) conduct, with the involvement of parents, an **annual evaluation** of the content and effectiveness of the parental involvement policy developed under this section-

"(i) to determine the effectiveness of the policy in **increasing the participation of parents**; and

"(ii) to identify **barriers to greater participation by parents** in activities authorized by this section, giving **particular attention to parents** who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and

"(F) **use the findings of the evaluations** described in subparagraph (E)in designing strategies for school improvement and revising, if necessary, the parental involvement policies described in this subsection and subsection (b)(1).

"(3) Reservation .-(A) Each local educational agency shall **reserve not less than 1 percent of such agency's allocation** under this part to carry out this section, including family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under this part (other than funds allocated under section 1002(e) for the fiscal year for which the determination is made is $5,000 or less.

"(B) Parents of children receiving services under this part shall be **involved in the decisions regarding how funds** reserved under subparagraph (A) are allotted for parental involvement activities.

"(b) School Parental Involvement Policy .-

"(1) In general .-**Each school** served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Such policy shall be updated periodically to meet the changing needs of parents and the school.

"(2) Special rule .-If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

"(3) Amendment .-If the local educational agency has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

"(4) Parental comments .-If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

"(c) Policy Involvement .

-Each school served under this part shall-

"(1) **convene an annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain this part, its requirements, and their right to be involved;

"(2) **offer a flexible number of meetings**, such as meetings in the morning or evening, and may provide, **with funds** provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

"(3) **involve parents**, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

"(4) provide **parents of participating children-**

"(A) **timely information** about programs under this part;

"(B) **school performance profiles** required under section 1116(a)(3) and their child's individual student assessment results, including an interpretation of such results, as required under section1111(b)(3)(H);

"(C) a **description and explanation** of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;

"(D) opportunities for regular meetings to **formulate suggestions**, share experiences with other parents, and participate as appropriate in **decisions** relating to the education of their children if such parents so desire; and

"(E) **timely responses** to parents' suggestions under subparagraph (D); and

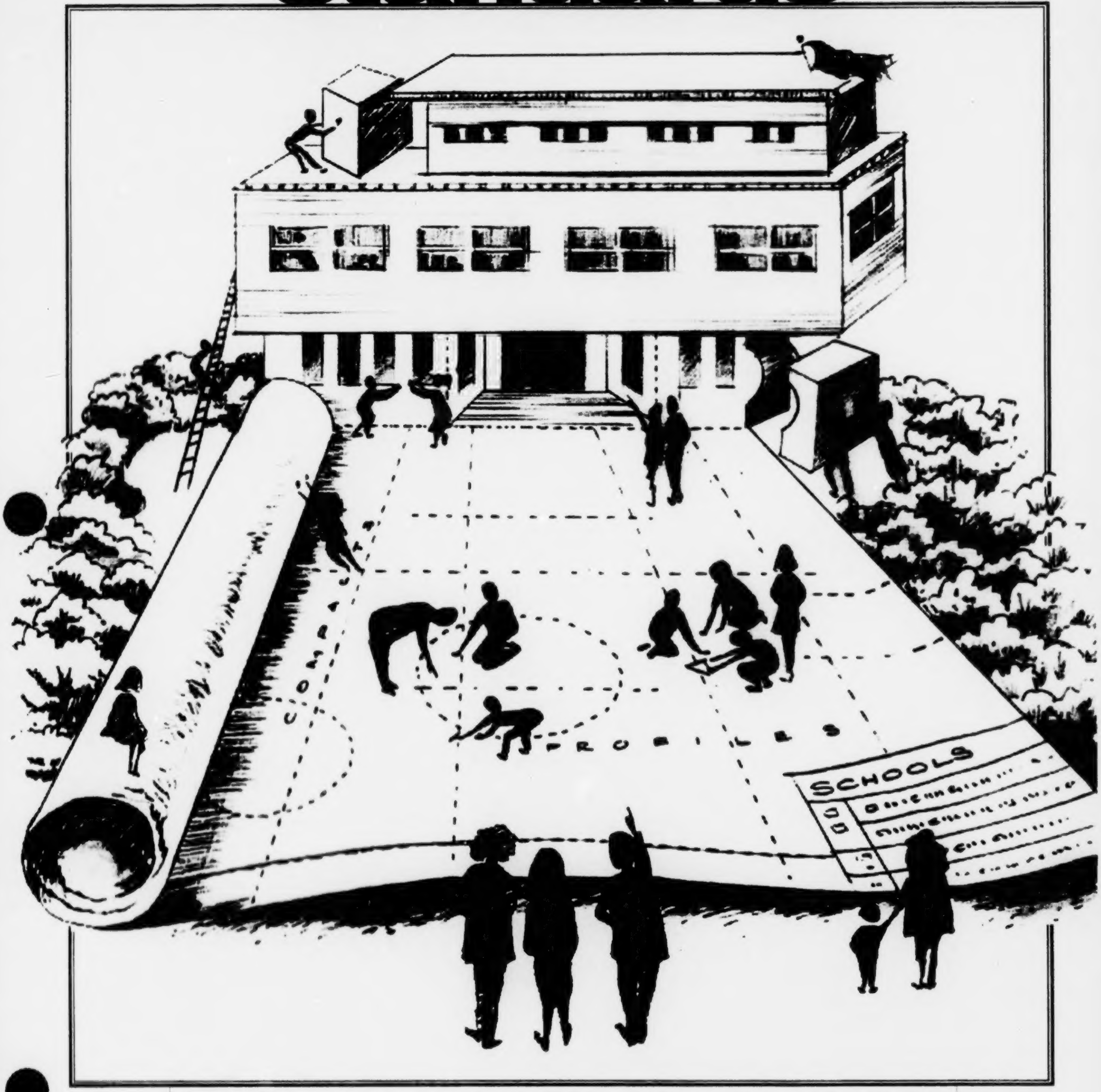
"(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

"(d) Shared Responsibilities for High Student Performance .-

As a component of the **school-level parental involvement policy** developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards."

Parents ask about

standards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STANDARDS: A Requirement of Title I, Improving America's Schools Act of 1994

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Parents ask about
standards

What are standards?

For more on Title I, read the brochure *Parents Ask About Title I*

Standards describe what students should know and be able to do at each grade level. Every school that receives *Title I* money must have standards. (Title I is a Federal aid program that provides extra educational services for children who are behind in school.) Standards are set by the school district and by the state. This is a new requirement, so for many schools the standards are still being developed.

How do standards describe what students should know and be able to do?

There are two kinds of standards. First, there are *content standards*. Content standards say what students are supposed to learn in different subjects. For example, a content standard for first graders in the subject of "communication" may say:

> Each student will develop awareness of the conventions of written and spoken language.

The second kind of standards are *performance standards*. Performance standards say how well students have learned what they are supposed to learn. For example, a performance standard for the content standard above might say:

> Each student will recognize and write the letters of the alphabet.

Your school may use other terms instead of *content standards* to describe what students are expected to learn. It may use *courses of study, essential skills, curriculum framework, learning outcome, common core of knowledge* or something else. These terms all mean about the same thing.

Your school also may use special terms to describe how it measures student achievement of the *performance standards*. It may use *standardized tests, alternative assessment methods, student portfolios*, or some other terms.

Finally, your school may use special terms to describe the degree to which students meet the performance standards. For example, your school may use

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the terms *basic, novice, proficient*, and *mastery*. Students performing at a *basic* level are just beginning to learn the skills expected of them for their grade level. Students performing at a *novice* level are gaining the skills. Students performing at a *proficient* level can perform the skills most of the time. And, students performing at a mastery level have completely gained, or mastered, the skills.

The document containing your school's standards should define any special terms that are used. You also may want to ask school staff to explain them to you.

How do schools use standards?

Schools use standards in many different ways:

- ☐ Standards set goals and a plan of action for meeting those goals. Therefore schools use the standards to guide decisions on what and how to teach students. Standards make it more likely that all school activities — spending decisions, the lesson plans, the teaching methods, and the measurement of performance — are designed with the same goals in mind.
- ☐ By having standards, schools send the message that *all* students are expected to gain certain knowledge and skills. Standards mean that schools will not expect less of some students and more of others.
- ☐ Standards help teachers focus on teaching a specific body of knowledge and skills. This helps them make decisions on how to use classroom time.
- ☐ Standards help coordinate what is taught in the different classrooms. All classes in a grade cover the same material, and each grade builds on the skills and knowledge learned the previous year.
- ☐ Standards help the school select teaching materials such as textbooks so there is a match between what is taught and what students are expected to learn.

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For more about compacts and profiles, read the brochures *Parents Ask About Compacts* and *Parents Ask About School Profiles*

☐ Standards help schools and parents determine what they each can do to help students achieve. They are used to develop the school *compact*, which is the written statement of what schools and parents are each supposed to do to help students achieve.

☐ Standards provide a way to measure student progress. They are used in the *school profile*, the report card on the school.

How does the Title I program use standards?

Any school that receives Title I money must have standards for its students. And, it must use the same standards for all students, both those served by Title I programs and all others in the school.

There is a good reason for this requirement. Research shows that when educators and parents have high expectations of students, the students are more likely to succeed. The purpose of Title I programs is to help students who are behind in school. Instead of expecting less of these students, Title I expects them to achieve just as much as everyone else. This means that Title I programs must be designed to give students the help they need to reach the same high standards that are set for everyone else.

Each school (with parent input) can choose how to use Title I money in order to best meet the needs of students who need help. For example, your school may decide to add after-school programs or to train parents so they can better help their children with homework.

Whatever schools decide to do, they must make sure it helps students who are behind to meet the same standards that are expected of all other students.

Who sets the standards?

Many states have content and performance standards in some subject areas that school districts are required to use. If the state doesn't set standards, districts make the decisions. Usually both the state and the school district are involved

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in setting the standards for your school. Some states and school districts also involve parents in this process.

In some subject areas, such as math and science, there are national standards that have been created by groups of educators and experts. These national standards were developed because of concerns that American students weren't learning as much as children in other countries. States and school districts may choose to use these national standards as guidelines, but they are not required to do so.

What can I do to see that standards are met in my child's school?

☐ Ask questions to help you understand what standards are being used in your school and how your child's teacher is working to help students achieve them.

☐ Talk with the teacher about what the school is doing to help your child meet the standards.

☐ Join the committee that sets standards. If standards have been set, study them and give your comments to the school staff that make decisions on how standards will be met.

☐ Read your school profile to understand how well your school is meeting the standards.

☐ Read your school compact to learn what your responsibilities are for helping your child meet the standards.

What else do I need to know?

Every school district has its own standards. Here are some questions you might want to ask to learn more about your school's standards:

Ask about developing the standards

Does the school have standards? If not, when will the standards be available?
Who's in charge of developing standards for our school?
What is the process for setting standards?
How are parents involved in that process?

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What state standards are required?

What national standards being used?

What subject areas have specific standards?

What part can I play in setting the standards?

Ask about interpreting the standards

How do I get a copy of the standards?

What special terms will I need to know to understand the standards?

What other information do I need to make sense of the standards?

Who can help me understand the standards?

Does the school have workshops to help parents understand the standards?

How do I know if these standards are high enough?

Will the school's standards prepare my child for a good job and for college?

How do our standards compare to the standards of other districts?

If I don't agree with the standards, what can I do?

Ask about how your school uses the standards

Who makes decisions about what is taught and how it is taught in this school?

How do the textbooks and lessons relate to the standards?

How will standards be used in conferences I have with my child's teacher?

How can I make sure my child receives instruction that helps him or her reach the standards?

How does the school measure my child's performance?

How does testing relate to the standards?

How often will my child be tested?

How will testing results be reported to me?

How are the standards used to develop the school compact?

How are the standards used to develop the school profile?

What can I do if I think the Title I program isn't doing the right thing to help my child meet the standards?

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Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- ☐ The school principal
- ☐ The Title I director in the school
- ☐ The superintendent of schools
- ☐ Members of the school board
- ☐ Members of the parent-teacher organization
- ☐ The parent coordinator
- ☐ Staff members at the parent resource center
- ☐ Other parents

Other brochures in this series available from your school

Parents Ask About Title I
Parents Ask About Parent Involvement Policies
Parents Ask About Compacts
Parents Ask About School Profiles

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The following are some sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to standards

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec. 1118. Parental Involvement

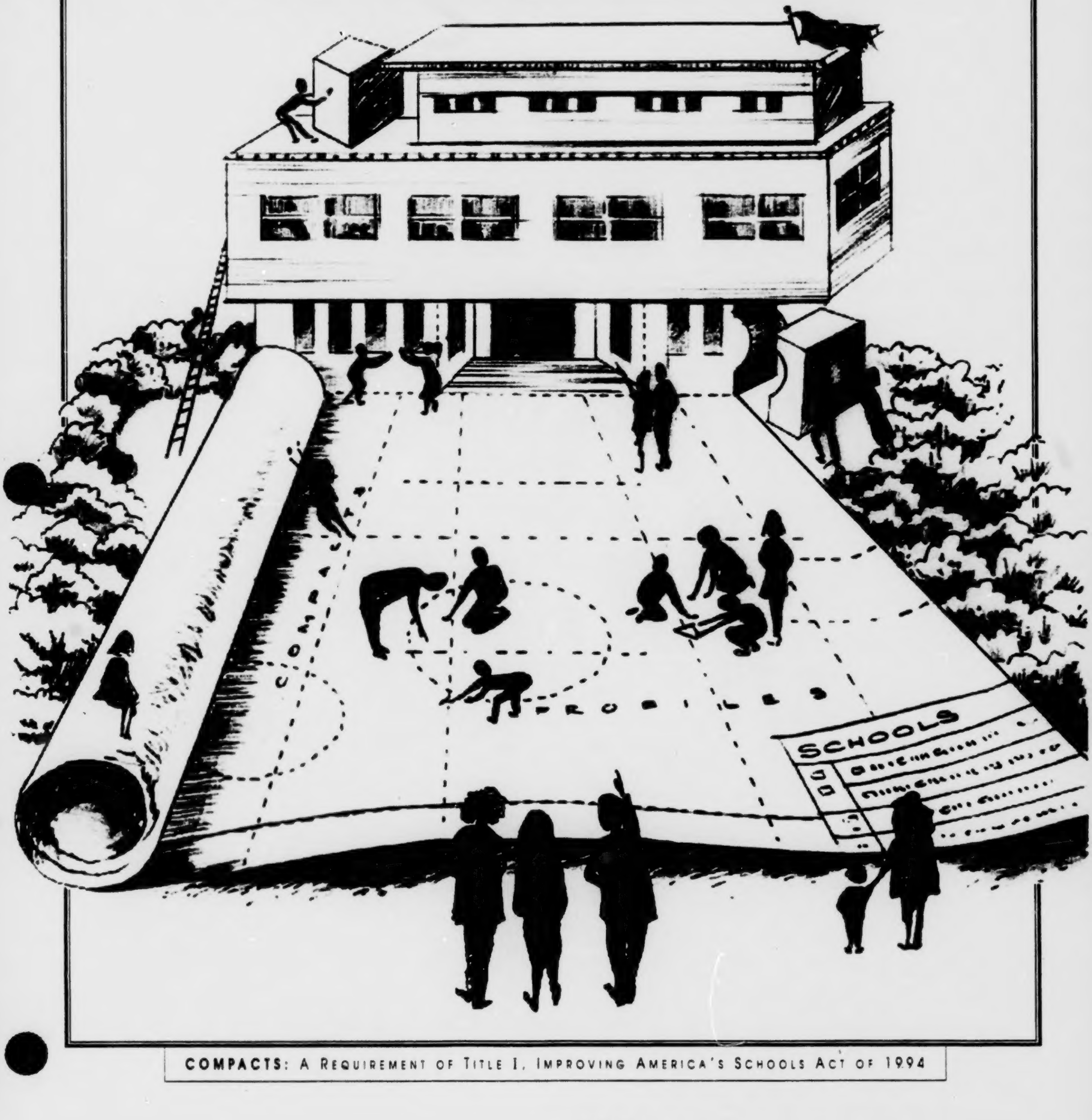
"(e) Building Capacity for Involvement.-

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, each school and local educational agency-

> "(1) shall provide assistance to participating parents in such areas as understanding the National Education Goals, the State's content standards and State student performance standards, the provisions of section 1111(b)(8), State and local assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the performance of their children as well as information on how parents can participate in decisions relating to the education of their children;"

Parents ask about

compacts


COMPACTS
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COMPACTS: A REQUIREMENT OF TITLE I, IMPROVING AMERICA'S SCHOOLS ACT OF 1994

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Parents ask about
compacts

What is a compact?

For more on Title I, read the brochure *Parents Ask About Title I*

A compact is a written statement of what schools and parents are supposed to do to help students achieve. Each school that receives *Title I* money must have a compact. (Title I is a Federal aid program that provides extra educational services for children who are behind in school.)

What is the purpose of a compact?

In order for children to reach school standards, they need support from all the adults in their lives. Teachers have the important job of instructing students. Other school staff contribute to making the school a place where children can learn. Parents have the equally important job of providing a safe, healthy, and caring home that supports learning. The compact lists the specific duties of school staff and parents. With a compact, everybody knows what they are supposed to do and what others are supposed to do. It helps everyone keep on track in support of students.

The compact also says how schools and parents will communicate with each other. Communication between school staff and parents is very important because it helps them coordinate their support of each student. Parents need to know how their children are doing in school in order to best support learning at home. At the same time, teachers and other school staff need to know how parents think the child is doing in order to best provide instruction at school.

How does the compact describe the responsibilities of schools and parents?

The compact is based on the school's *standards* of learning. Standards describe what all students in the school are expected to know and do at each grade level. They describe both what will be taught (content standards) and what students are expected to learn (performance standards).

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For more on standards, read the brochure *Parents Ask About Standards*

The compact is like a plan of action that says what everyone will do to help students achieve the standards set for their grade level. For *teachers*, the compact says what they should do to teach to the content standards. For example, a compact might say:

> Teachers will develop lesson plans that cover their grade level's content standards.

For *other school staff*, the compact says what they should do to support the teaching of the content standards and students' ability to learn. For example, a compact might say:

> The principal will make sure that the school is safe so that students can focus on learning, free of fear or disturbance.

For *parents*, the compact says what they could do to support their children's achievement of the standards. For example, a compact might say:

> Parents will make sure that their children complete all assigned homework.
>
> or
>
> Parents will review each report card, discuss the report with their child, then sign the card and return it to school.

The compact also will describe how *teachers and parents* communicate with each other. For example, a compact might say:

> Teachers will keep parents informed of what children are learning in class through monthly, easy-to-read letters to home.
>
> or
>
> Teachers will hold workshops for parents to explain the math content standards and what parents can do at home to support this learning.

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Schools also may include students in the compact. This means the compact would say what the students themselves need to do in order to reach the standards. For example, a compact might say:

> Students will come to school every day ready to learn.

Who is covered by the compact?

The compact covers all parents of students in a school's Title I program and all school staff members who work with Title I students. The Title I students themselves also may be included, if they are old enough to take responsibility for their own learning. Some Title I programs involve the whole school. In that case, the compact would include all parents, all school staff, and all children.

How might teachers use the compact?

Teachers could use the compact as a plan of action that tells them what they will teach and what they will do to help their students achieve the school's standards. It tells them what they can expect from other school staff to support them in this job. And, it tells them what they may expect from parents in support of students' learning. They may use the compact, therefore, as a starting point for discussions with other school staff and in conferences with parents.

How can I use the compact?

You can use the compact as a kind of job description. It lists the things you can do to support your child's progress at school.

You also can use the compact to make sure that the school is doing its job of teaching your child what he or she needs to know in order to achieve the standards. You can use the compact as a starting point for conferences with teachers and other school staff.

If your children are old enough to be included in the compact, you can use it in discussions at home to go over what they can be doing to support their own learning.

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How is a compact developed?

For more on policies, read the brochure *Parents Ask About Parent Involvement Policies*

The compact is part of a larger document called the *parent involvement policy*. This policy explains how the school will support the important role of parents in education. The process that is used to develop the policy and put it into action will vary from school to school. However, each school is required to involve parents in the process. They also are required to give a copy of the policy to every parent of children in Title I.

What can I do to make sure my school lives by its compact?

Make sure you get a copy of the compact. If you can't understand it, have someone from the school staff explain it to you.

Ask as many questions as you need to find out whether the school staff are doing what the compact says they will do. Talk with school staff about what the compact means for your child.

If the compact has not yet been created, you can give your opinion to school staff on what should be in it. You may want to join the committee that creates, reviews, or updates the compact.

Finally, for the school to do its part, it needs you to do your part. Follow through on what the compact expects you to do to support your child's learning. You are not required by law to sign the compact. However, your cooperation is important. It shows the school that you support its efforts. And it shows your child that you are committed to his or her learning.

What else do I need to know?

Each school's compact is different. Here are some questions you might want to ask to learn more about your school's compact:

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Ask about developing the compact

Does the school have a compact? If not, when will the compact be available?
Who's in charge of developing the compact for our school?
What is the process for creating the compact?
How are parents involved in the process?
What part can I play in creating the compact?
How often does the compact get reviewed and updated?

Ask about interpreting the compact

How do I get a copy of the compact?
What standards for learning are in the compact?
What does the compact say that the school will do?
What does the compact expect parents to do?
How does our compact compare to compacts in other schools?
Who can help me understand the compact?
Does the school have workshops to help parents understand the compact?
If I don't agree with the compact, what can I do?

Ask about how your school uses the compact

Who is covered by this compact?
Does the school ask parents to sign the compact?
Does the school ask school staff to sign the compact?
What happens if staff or parents do not follow the compact?
How is Title I money used to support the compact?

Ask about how the compact affects your family

Does the compact mean extra work for me and my family?
Will teachers use the compact during their conferences with me?
How will school staff and I use the compact to help my child learn better?

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Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- ☐ The school principal
- ☐ The Title I director in the school
- ☐ The superintendent of schools
- ☐ Members of the school board
- ☐ Members of the parent-teacher organization
- ☐ The parent coordinator
- ☐ Staff members at the parent resource center
- ☐ Other parents

Other brochures in this series available from your school

Parents Ask About Title I
Parents Ask About Standards
Parents Ask About Parent Involvement Policies
Parents Ask About School Profiles

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The following are some of the sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to compacts

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec.1118. Parental Involvement.

"(d) Shared Responsibilities for High Student Performance.-

As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility **for improved student achievement** and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall-

"(1) describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards, and the ways in which **each parent will be responsible** for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

"(2) address the importance of **communication between teachers and parents** on an ongoing basis through, at a minimum-

"(A) **parent-teacher conferences** in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

"(B) frequent **reports to parents** on their children's progress; and

"(C) reasonable **access to staff,** opportunities to **volunteer** and **participate** in their child's class, and **observation** of classroom activities."

Parents ask about

school profiles

COMPACTS
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SCHOOL PROFILES: A Requirement of Title I, Improving America's Schools Act of 1994

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Parents ask about

school profiles

What is a school profile?

For more on Title I, read the brochure *Parents Ask About Title I*

A school profile is like a report card on your school. It gives some basic facts about the school and the students. It tells how the students are performing. And, it says what the school is doing to help all students achieve.

Every school that receives *Title I* money must provide a school profile every year. (Title I is a Federal aid program that provides extra educational services for children who are behind in school.) School profiles are a new requirement, so many schools are still putting their profiles together.

What kinds of facts can be in a school profile?

A school profile contains several facts about *the school,* such as:

- ☐ The number of students and teachers in each grade
- ☐ The student-teacher ratio
- ☐ The courses that are offered
- ☐ The number and kinds of students in each course
- ☐ Special programs offered through Title I or other resources
- ☐ The number and kinds of students served by these programs
- ☐ The educational background of teachers
- ☐ The school's computer and library resources
- ☐ The amount of money spent per student

The school profile also contains facts about *groups of students,* such as:

- ☐ How many are in the school
- ☐ The number and kinds of students in Title I programs
- ☐ Their race(s) and ethnic group(s)
- ☐ Their home language(s)
- ☐ The number of students who attended early childhood programs
- ☐ Special status, such as students who are disabled or migrant
- ☐ Test scores

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Finally, the school profile may contain facts about *parent involvement,* such as:

- ☐ The number of hours that parents have volunteered at the school
- ☐ The number of parents who have attended workshops
- ☐ How parents are involved with homework
- ☐ How parents rate the school's communication with them

What kind of information about student performance is included in the school profile?

The school profile can include information on *student performance,* such as:

- ☐ Student achievement on district and state tests
- ☐ Other test results
- ☐ The number of students who made the honor roll
- ☐ The number of students suspended or expelled
- ☐ The number of students promoted to the next grade
- ☐ The number of students held back
- ☐ The number of students who graduate
- ☐ The number of students who drop out
- ☐ The number who continue with other schooling after graduation

Information on student performance is reported by *groups of students,* for example:

- ☐ Grade level
- ☐ Gender (male or female)
- ☐ Race and ethnic group
- ☐ Ability to speak English
- ☐ Family income
- ☐ Special status, such as students who are disabled or migrant

How are testing results explained?

For more on standards, read the brochure *Parents Ask About Standards*

School profiles explain testing results in terms of how well students meet *standards.* Standards are what students should be able to know and do at each grade level.

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Your school's profile may use special terms to describe how well students have met the standards. For example, a school profile may report that:

5 percent of all third grade students performed at a *basic* level on the math section of the state exam.
(This means they are just beginning to learn the skills expected of them for their grade level.)

10 percent performed at a *novice* level.
(This means they are gaining the skills.)

70 percent performed at a *proficient* level.
(This means they can perform the skills most of the time.)

15 percent performed at a *mastery* level.
(This means they have completely gained, or mastered, the skills.)

Your school may use terms like *basic, novice, proficient,* and *mastery* to describe student performance, or it may use other special terms. The school profile should define any terms it uses.

How do schools use the profile?

The school profile is one way to judge the quality of a school. Your school's principal and teachers may look at the profile to see how different groups of students within the school are doing. They also may use the profile to see how well their students are doing compared to similar students in other schools.

School staff may compare the current profile to profiles from years before, to see if any changes are taking place that might affect learning. For example, they might compare to see if more girls are becoming successful math students.

All of this information can help school staff make decisions to improve teaching and learning. It can be used to determine where resources are needed the most. And, it can be used to support requests for more funds.

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How can I use the school profile?

You can use your school profile to get a quick picture of how your school is doing. From the profile, you can learn what your school's strengths and weaknesses are. It can give you information about Title I and other programs in the school that you might want to consider for your child. Use the school profile as a guide when asking questions about the school.

You can use the profile to compare your school with other schools that receive Title I money. Finally, you can find out whether your school is improving or not.

What else do I need to know?

Every school profile is different. Here are some questions you might want to ask to learn more about your school's profile:

Ask about putting the school profile together

Does the school have a profile? If not, when will the profile be available?
Who's in charge of developing the profile for our school?
Who decides what information is put in?
What does the state require our school to report?
How is it decided which student groups to use for reporting purposes?

Ask about interpreting the profile

How do I get a copy of the profile?
What special terms will I need to know to understand the profile?
What other information do I need to make sense of the profile?
Who can help me understand the profile?
Does the school have workshops to help parents understand the profile?
How does the profile report student performance on district and state standards?
What are the reasons for different performance between groups of students? What is being done about that?
How has student achievement changed from previous years?

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How is the Title I program affecting performance of those students who are furthest behind?

What can we expect to see in next year's profile?

How do I know if the profile is accurate?

How can I suggest ideas for the next profile?

Ask about how your school collects profile information

How often is student performance measured?

What kind of tests are used?

Are all students included in testing? If not, why? How is performance measured for the students who are not included?

Ask about how your school uses profile information

How does the school use the profile?

What programs does our school district have to improve student achievement?

Are these programs available in our school?

How do our school's Title I programs compare to those at other schools?

How do I get more information about these programs?

Who can answer these questions?

Your child's teacher can answer many of them. Or you can ask:

- ☐ The school principal
- ☐ The Title I director in the school
- ☐ The superintendent of schools
- ☐ Members of the school board
- ☐ Members of the parent-teacher organization
- ☐ The parent coordinator
- ☐ Staff members at the parent resource center
- ☐ Other parents

Other brochures in this series available from your school

Parents Ask About Title I
Parents Ask About Standards
Parents Ask About Parent Involvement Policies
Parents Ask About Compacts

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The following are some sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to school profiles

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec.1118. Parental Involvement.

"(c) Policy Involvement. Each school served under this part shall-

"(4) provide parents of participating children-

"(B) **school performance profiles** required under section 1116(a)(3) and their child's individual student assessment results, including an interpretation of such results, as required under section 1111(b)(3)(H);"

"Sec. 1116. Assessment and Local Educational Agency and School Improvement.

"(a) Local Review-

"(3) publicize and disseminate to teachers and other staff, parents, students, and the community, the **results of the annual review** under paragraph (2) of all schools served under this part in **individual school performance profiles** that include statistically sound disaggregated results as required by section 1111(b)(3)(1);"

"Sec. 1111. State Plans.

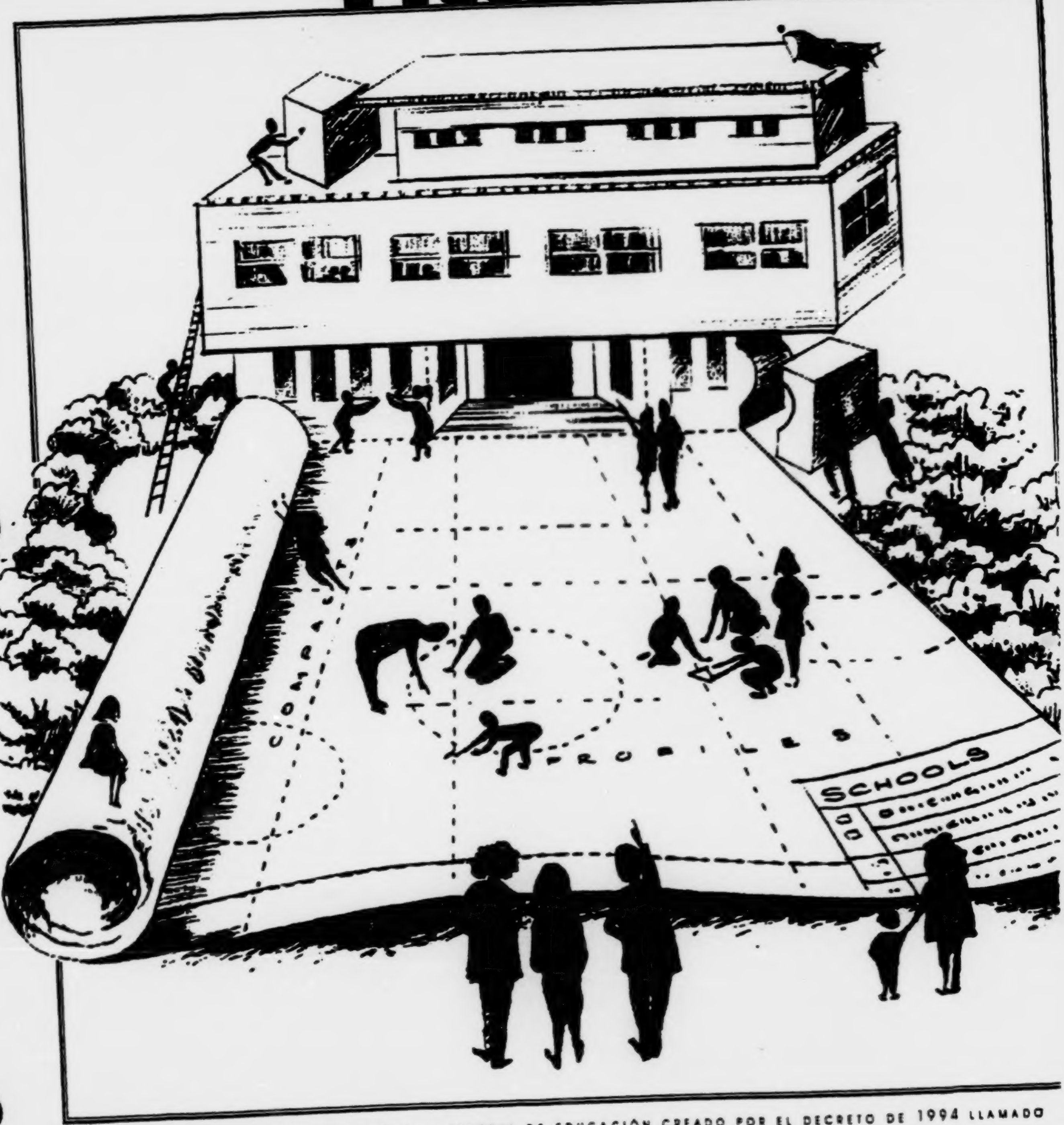
"(b) Standards and Assessment-

"(3)(H) provide individual student interpretive and descriptive reports, which shall include scores, or other information on the attainment of student performance standards;

"(3)(I) enable **results to be disaggregated within each State, local educational agency, and school** by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged."

Los padres preguntan acerca del

Título I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TÍTULO I (TITLE I): Es un programa federal de educación creado por el decreto de 1994 llamado "Mejorando las escuelas de los Estados Unidos" (Improving America's Schools Act).

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Los padres preguntan acerca del
Título I

¿Qué es el Título I?

El Título I (se dice Título Uno) es el programa federal más grande de ayuda para las escuelas primarias o elementales *(elementary schools)*, intermedias *(middle school)* y secundarias *(high school)*. Basándose en el número de familias de bajos ingresos de cada distrito, a través del Título I el gobierno federal otorga dinero a los distritos escolares de todo el país. Cada uno de los distritos usa su dinero del Título I para proveer *servicios educativos adicionales* a los estudiantes que están atrasados en la escuela.

Quizás usted conozca el Título I por su nombre anterior, Capítulo I *(Chapter One)*, pero el nuevo Título I es diferente. Éste se basa en tres ideas principales:

1. **Todos los estudiantes deben tratar de alcanzar los mismos estándares.** El Título I tiene el propósito de proporcionar ayuda a los estudiantes que la necesitan, para garantizar que logren los mismos estándares que los demás estudiantes de su escuela o distrito. Los estándares describen lo que cada estudiante debe saber y ser capaz de hacer en cada nivel escolar. Las escuelas no pueden tener diferentes estándares para los estudiantes del Título I que para el resto del alumnado.

Para mayor información sobre los estándares, lea el folleto *Los padres preguntan acerca de los estándares*

2. **Los distritos escolares, las escuelas y los padres saben lo que sus estudiantes necesitan para triunfar.** El Título I les permite decidir cómo usar el dinero del programa para los alumnos que están atrasados.

3. **Los padres colaboran en la tarea de ayudar a los estudiantes a obtener buenos resultados.** Los padres tienen el *derecho* a participar en el diseño y manejo del programa del Título I en sus escuelas. De la misma manera, los padres tienen la *responsabilidad* de ayudar a sus hijos a tener éxito en la escuela.

¿Cómo se puede usar el dinero del Título I?

Los distritos, las escuelas y los padres pueden decidir cómo establecer el programa del Título I, en tanto que éste ayude a los estudiantes de bajo rendimiento a alcanzar los mismos estándares que han sido diseñados para todos los otros estudiantes. Por ejemplo, el dinero del Título I se puede usar para:

- ☐ ofrecer programas después de las horas escolares, durante el fin de semana o durante el verano;
- ☐ capacitar a los maestros y a otro personal escolar;
- ☐ comprar equipo y materiales de aprendizaje;
- ☐ apoyar actividades de la participación de los padres;
- ☐ emplear a maestros especiales, a tutores y a asistentes (normalmente para lectura, lenguaje o matemáticas).

¿Qué estudiantes pueden recibir ayuda del Título I?

Los programas del Título I son para los estudiantes que más lo necesitan, es decir aquéllos que están más atrasados en la escuela. Cada comunidad escolar decide cuáles son los estudiantes que más necesitan los servicios del Título I.

Las escuelas en las cuales más de la mitad de los estudiantes tienen bajos ingresos económicos pueden implementar el programa del Título I en toda la escuela.* Esto significa que todos los estudiantes de esa escuela pueden recibir los servicios del Título I.

Como padre de familia, ¿cómo me puede ayudar el Título I?

El dinero del Título I se puede usar para diferentes tipos de actividades de participación de los padres, como por ejemplo:

- ☐ actividades de alfabetización para la familia;
- ☐ reuniones de los padres y actividades de capacitación;
- ☐ transporte y cuidado de niños para que los padres puedan asistir a las actividades de la escuela o participar como voluntarios en el salón de clase;

Para mayor información sobre el plan de acción, lea el folleto *Los padres preguntan acerca del plan de acción para la participación de los padres*

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*(comenzando el 1 de julio de 1996)

☐ materiales que los padres pueden usar para ayudar a sus hijos en el hogar;
☐ creación y mantenimiento de un centro de recursos para padres.

¿Cómo puedo averiguar lo que mi programa del Título I le ofrece a los padres?

Para mayor información sobre los pactos, lea el folleto *Los padres preguntan acerca de los pactos*

Todos los programas del Título I deben tener un plan para la participación de los padres. Este plan, llamado *plan de acción para la participación de los padres (parent involvement policy),* explica la forma en que la escuela y el distrito apoyan el papel tan importante que los padres desempeñan en la educación de sus hijos. El plan de acción para la participación de los padres debe incluir un contrato *o pacto (compact),* el cual contiene una declaración escrita de lo que las escuelas y los padres deben hacer para ayudar a los estudiantes a tener éxito en la escuela.

Si mi hijo está en el programa del Título I, ¿cómo puedo ayudar?

Los padres pueden ayudar a sus hijos a desempeñarse mejor, enseñándoles de tal manera que complementen lo que el maestro está haciendo...*aprendiendo* más acerca de la escuela...*apoyando* a sus hijos y a la escuela...*tomando decisiones* acerca de la educación de sus hijos.

Algunas de las maneras en que usted puede hacerlo son:

☐ averiguando lo que se le está enseñando a su hijo;
☐ enterándose de cómo el programa del Título I está ayudando a su hijo a alcanzar los estándares;
☐ manteniéndose en comunicación con el maestro de su hijo;
☐ asegurándose de que su hijo haga sus tareas escolares;
☐ asistiendo a las reuniones con el maestro;
☐ hablando con su hijo acerca de la escuela;
☐ participando como voluntario en la escuela;
☐ haciéndose miembro de la organización padres-maestros de su localidad.

¿Cómo puedo ayudar al programa Título I de mi escuela?

Hay muchas formas en las que usted puede participar:

- ☐ ayudando a planear o revisar el programa del Título I de su escuela;
- ☐ ayudando a desarrollar el plan de su escuela para que los padres y la escuela trabajen juntos, es decir, el plan de acción para la participación de los padres y el pacto);
- ☐ trabajando en el comité que revisa el plan de acción del Título I de su estado.

¿Cómo puedo saber si el programa del Título I de la escuela de mi hijo está funcionando bien?

Las escuelas necesitan demostrar que el programa Título I está funcionando bien. Esto significa que los estudiantes del Título I están aprendiendo las mismas cosas y adquiriendo las mismas destrezas que todos los otros estudiantes. También quiere decir que los estudiantes del Título I están progresando significativamente cada año como para poder alcanzar los estándares que la escuela ha establecido para todo el alumnado.

Para mayor información sobre los perfiles escolares, lea el folleto *Los padres preguntan acerca del perfil escolar*

Los padres pueden obtener esta información a través del *perfil escolar (school profile)*, que es como una libreta de calificaciones de la escuela. Si los programas del Título I no están dando buenos resultados, la ley obliga a los estados y a los distritos escolares a mejorarlos.

¿Qué más necesito saber?

Debido a que cada escuela diseña su propio programa para ejecutar el Título I, cada programa es diferente. A continuación hay algunas preguntas que usted puede hacer para saber cómo está funcionando el Título I en su escuela:

Pregunte cómo se organiza un programa del Título I

¿Qué cantidad de dinero está designada a nuestro estado para mejorar las escuelas?

¿Ya ha organizado la escuela un programa para aplicar el Título I? Si no es así, ¿cuándo estará disponible el programa?

¿Quién está encargado de diseñar el programa en nuestra escuela?

¿Cuál es el proceso para diseñar el programa?

¿Cómo están participando los padres en este proceso?

¿Qué papel puedo desempeñar en el desarrollo de este programa?

¿Cómo puedo ayudar al programa una vez que haya comenzado?

Pregunte acerca del Título I y su escuela

¿Qué programas del Título I está ejecutando la escuela?

¿Son retirados del salón de clase los estudiantes del Título I para recibir instrucción, o se les enseña en el mismo salón de clase donde reciben las otras clases?

¿Quién presta los servicios del Título I, el maestro que enseña todas las clases u otro maestro?

¿Cómo se escogen los estudiantes para el Título I?

¿Cómo se mide el progreso de los estudiantes en el Título I? ¿Se mide el progreso de la misma manera que se hace para todos los otros alumnos en la escuela, tal como lo requiere el Título I?

¿De qué manera permite la escuela la participación de los padres que tienen niños en el Título I?

¿Cómo puedo conseguir una copia del perfil de desempeño de la escuela para saber en qué forma se están desempeñando en la escuela tanto los alumnos del Título I como el resto de los estudiantes?

Pregunte acerca del Título I y su hijo

¿Por qué fue escogido mi hijo para el programa del Título I?

¿Cómo va a ayudar a mi hijo el programa del Título I de mi escuela?

¿Espera usted que mi hijo aprenda lo que se supone que los otros niños de la escuela aprendan, así como lo requiere el Título I?

¿Cómo se me va a informar del progreso de mi hijo?

¿Me podré reunir con el maestro del salón de clase donde mi hijo asiste todos los días para saber cómo le va en el programa del Título I?

¿Hay algún otro programa especial para mi hijo que yo debería conocer?

¿Qué pasa si mi hijo necesita ayuda después de que los servicios del Título I hayan terminado?

¿Quién puede contestar estas preguntas?

El maestro de su hijo puede contestar muchas de ellas. O también le puede preguntar:

☐ Al director de la escuela
☐ Al director del Título I de la escuela
☐ Al superintendente de las escuelas
☐ A los miembros de la junta escolar
☐ A los miembros de la organización padres-maestros
☐ Al coordinador de los padres
☐ A los miembros del centro de recursos para padres
☐ A otros padres

Otros folletos de esta serie disponibles en su escuela

Los padres preguntan acerca de los estándares

Los padres preguntan acerca del plan de acción para la participación de los padres

Los padres preguntan acerca de los pactos

Los padres preguntan acerca del perfil escolar

Otras fuentes de ayuda sobre el Título I:

Para obtener una copia del decreto (Improving America's Schools Act of 1994), comuníquese con: U.S. Senate Document Room, Teléfono (202) 224-7701; Fax: (202) 228-2815.

National Coalition of Title I Parents
(Coalición Nacional de Padres del Título I)

Edmonds School Building
9th & D Streets, NE
Washington, DC 20002
Teléfono: (202) 547-9286

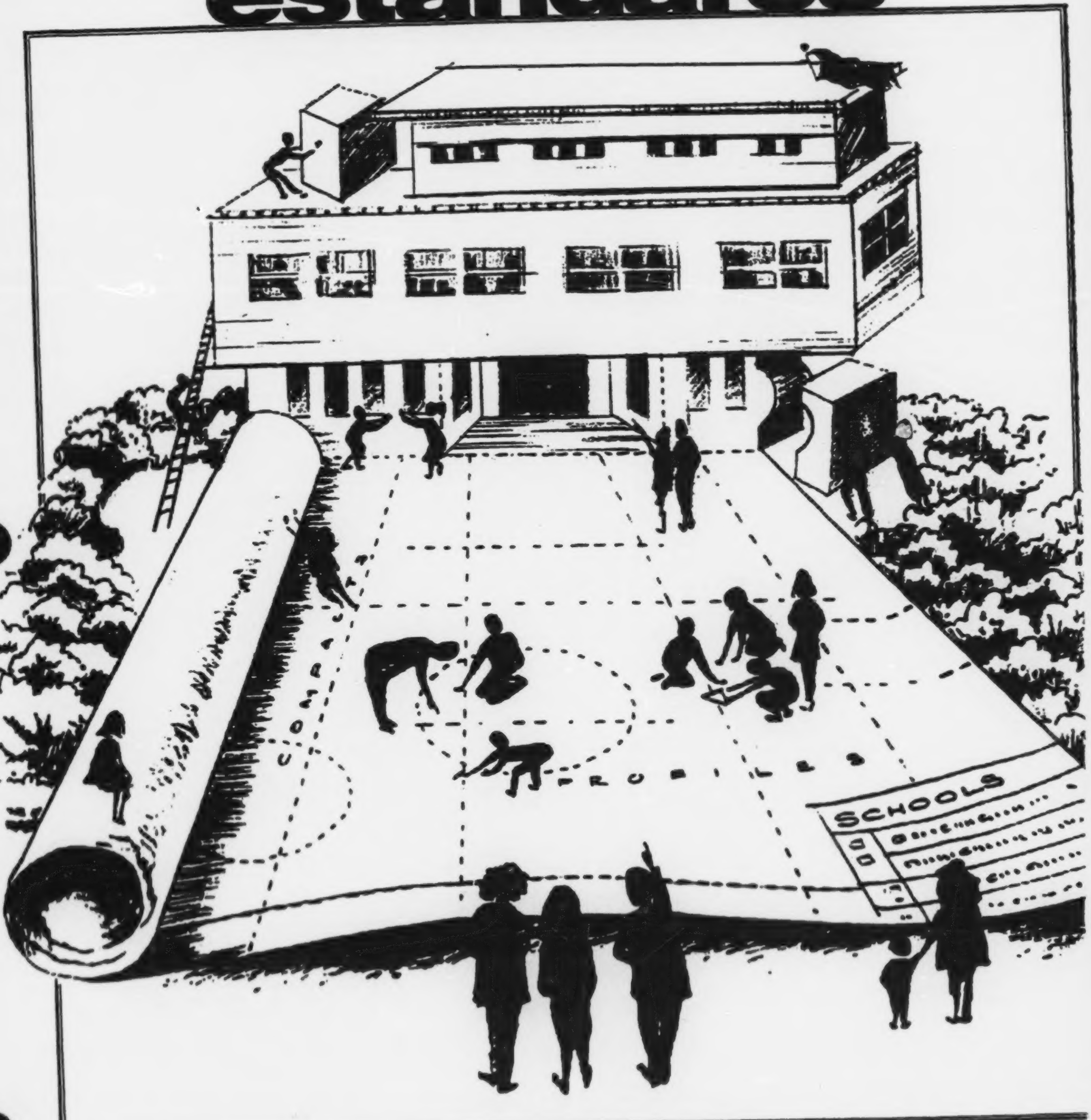
The National PTA (Asociación Nacional de Padres y Maestros)

Office of Governmental Relations
2000 L Street, NW
Washington DC 20036
Teléfono: (202)331-1380 Fax: (202)331-1406

Center for Law and Education
(Centro para la Ley y la Educación)

National Title I and School Reform Advocacy Project
1875 Connecticut Ave., NW, Suite 510
Washington, DC 20009
Teléfono: (202) 986-3000 FAX: (202) 986-6648

Los padres preguntan acerca de los estándares


COMPACTS
PROFILES
SCHOOLS

ESTÁNDARES (STANDARDS): Son una parte del programa Titulo I del decreto de 1994, 'Mejorando las escuelas de los Estados Unidos' (Improving America's Schools Act).

Los padres preguntan acerca de los estándares

¿Qué son los estándares?

Para mayor información sobre el Título I, lea el folleto *Los padres preguntan acerca del Título I*

Los estándares describen lo que los estudiantes deben saber y ser capaces de hacer en cada nivel escolar. Todas las escuelas que reciben dinero del Título I tienen que tener estándares. (El Título I es un programa federal de ayuda para proporcionar servicios educativos adicionales a los estudiantes que están atrasados en la escuela). Los distritos escolares y el estado determinan los estándares. Éste es un requisito nuevo, por lo tanto muchas escuelas están aún desarrollando sus estándares.

¿De qué manera describen los estándares lo que los estudiantes deben saber y ser capaces de hacer?

Hay dos clases de estándares. En primer lugar, están los *estándares de contenido.* Los estándares de contenido determinan lo que se supone que los estudiantes deben aprender en las diferentes áreas. Por ejemplo, un estándar de contenido para estudiantes de primer grado en el área de comunicación puede decir:

> "Todos los estudiantes deben adquirir conocimiento de los principios del idioma escrito y hablado".

La otra clase de estándares son los *estándares de desempeño.* Los estándares de desempeño se refieren a la manera en que los estudiantes han aprendido lo que se supone que debían aprender. Por ejemplo, el estándar de desempeño correspondiente al estándar de contenido anterior puede decir:

> "Todos los estudiantes deben reconocer y escribir las letras del alfabeto".

Su escuela puede usar otros términos para referirse a los estándares de contenido, o sea para describir lo que se espera que los estudiantes aprendan. Tal vez use *cursos de estudio, habilidades esenciales, currículo, resultado del aprendizaje o base común de conocimiento,* entre otros. Todos estos términos significan más o menos lo mismo.

Su escuela también puede usar términos especiales para describir la manera en que mide los logros del estudiante en cuanto a los estándares de desempeño. La escuela puede usar términos como *pruebas estandarizadas, métodos alternativos de medida o muestras de actividades del estudiante,* entre otros.

Finalmente, la escuela puede usar términos especiales para describir el nivel de los estándares de desempeño que los estudiantes deben alcanzar. Por ejemplo, la escuela puede usar los términos *nivel básico (basic), principiante (novice), adelantado (proficient)*, y *nivel de maestría (mastery)*. Los estudiantes que se desempeñan a un *nivel básico* están justamente comenzando a aprender lo que se espera que aprendan en ese grado escolar. Los estudiantes que se desempeñan al *nivel de principiante* están adquiriendo las habilidades o destrezas. Los estudiantes que se desempeñan a un *nivel adelantado* pueden demostrar esas habilidades la mayoría del tiempo. Por último, los estudiantes que se desempeñan al *nivel de maestría* han ganado o adquirido dichas destrezas completamente.

El documento que contiene los estándares de una escuela debe definir todos los términos especiales que esa escuela usa. Usted también puede solicitar al personal escolar que se los explique.

¿De qué forma utiliza la escuela los estándares?

Las escuelas usan los estándares de diferentes maneras:

- ☐ Los estándares establecen objetivos y un plan de acción para lograrlos. Por lo tanto, las escuelas usan los estándares como una guía para tomar las decisiones sobre qué y cómo enseñar a los estudiantes. Los estándares ayudan a asegurar que todas las actividades de la escuela sean diseñadas teniendo en cuenta los mismos objetivos. Estas actividades son, por ejemplo, la toma de decisiones acerca del uso de los fondos, del planeamiento de las lecciones, de la metodología de enseñanza, y de la forma de medir el desempeño.
- ☐ Cuando la escuela adopta estándares, está indicando que el sistema espera que *todos* los estudiantes adquieran ciertos conocimientos y destrezas. El tener estándares significa que la escuela no espera menos de algunos estudiantes y más de otros.
- ☐ Los estándares contribuyen a que los maestros se concentren en la enseñanza de bloques específicos de conocimiento y destrezas. Esto les ayuda a decidir cómo usar el tiempo en el salón de clase.

Para mayor información sobre los pactos y el perfil de la escuela, lea los folletos *Los padres preguntan acerca de los pactos* y *Los padres preguntan acerca del perfil escolar*

- ☐ Los estándares sirven para coordinar lo que se enseña en cada uno de los salones de clase. Todas las clases del mismo grado escolar cubren el mismo material y en cada grado escolar se incrementan las destrezas y el conocimiento que se han adquirido el año anterior.
- ☐ Los estándares ayudan a la escuela a escoger los materiales de enseñanza, como por ejemplo los textos escolares, para que haya relación entre lo que se enseña y lo que se espera que los estudiantes aprendan.
- ☐ Los estándares ayudan a la escuela y a los padres a determinar lo que cada uno de ellos puede hacer para apoyar al estudiante para que obtenga buenos resultados. También se usan para desarrollar el *pacto (compact)* escolar, el cual es una declaración escrita de lo que las escuelas y los padres deben hacer para ayudar a los estudiantes a tener éxito en la escuela.
- ☐ Los estándares proporcionan la forma para medir el progreso del estudiante.. Se utilizan en el *perfil escolar (school profile)*, o sea la "libreta de calificaciones" de la escuela.

¿De qué forma utiliza los estándares el programa del Título I?

Toda escuela que recibe dinero del Título I tiene que tener estándares para sus estudiantes. La escuela debe usar los mismos estándares para *todos* los estudiantes, tanto para aquellos que participan en el programa del Título I como para los demás.

Hay una buena razón para tener estos requisitos. Investigaciones realizadas sobre este tema, señalan que cuando los educadores y los padres de familia tienen un alto nivel de expectativas con respecto a los estudiantes, es más probable que ellos se desempeñen mejor. El propósito del programa del Título I es ayudar a los estudiantes que están atrasados en la escuela. En lugar de esperar menos de estos estudiantes, el Título I espera que tengan tanto éxito como los demás. Esto significa que los programas del Título I se deben diseñar para dar a los estudiantes la ayuda que necesitan para lograr los mismos altos estándares que se han fijado para los demás.

Todas las escuelas, con la participación de los padres, pueden escoger la forma de utilizar el dinero del Título I para así satisfacer las necesidades de los estudiantes que más lo necesitan. Por ejemplo, la escuela puede establecer programas para después de las clases o capacitar a los padres para que ellos, de una mejor manera, puedan ayudar a sus hijos a hacer las tareas.

Cualquiera que sea la decisión, la escuela debe asegurarse de ayudar a los estudiantes que están atrasados a lograr los mismos estándares que se esperan del resto del alumnado.

¿Quién establece los estándares?

Los distritos escolares tienen la obligación de usar los estándares de contenido y de desempeño que el estado ha fijado para algunas materias. Si el estado no ha creado los estándares, los distritos pueden crearlos ellos mismos. Normalmente el estado y el distrito escolar trabajan juntos para diseñar los estándares de su escuela. En algunos estados y distritos escolares los padres también participan en este proceso.

Algunas materias, como las matemáticas y las ciencias por ejemplo, tienen estándares nacionales que han sido creados por grupos de educadores y expertos. Estos estándares nacionales se establecieron debido a la preocupación de que los estudiantes en los Estados Unidos no estaban aprendiendo tanto como los niños de otros países. Los estados y los distritos escolares pueden utilizar los estándares nacionales como guía, pero no tienen la obligación de usarlos.

¿Qué puedo hacer para estar seguro de que los estándares de mi escuela se están alcanzando?

- ☐ Haga preguntas que le ayuden a entender los estándares de su escuela y la forma en que el maestro le está ayudando a los estudiantes a alcanzarlos.
- ☐ Hable con el maestro acerca de las actividades de la escuela para ayudarle a su hijo a lograr los estándares.
- ☐ Participe en el comité que desarrolla los estándares. Si los estándares ya han sido diseñados, estúdielos y dé su opinión al personal de la escuela que decide cómo se van a alcanzar.

☐ Revise el perfil de su escuela para entender la medida en que los alumnos están alcanzando los estándares.

☐ Lea el pacto de su escuela e infórmese sobre sus responsabilidades para ayudar a su hijo a alcanzar los estándares.

¿Qué más necesito saber?

Cada distrito escolar tiene sus propios estándares. Para aprender más acerca de los estándares de la escuela, usted puede hacer preguntas como las siguientes:

Pregunte sobre la determinación de los estándares

¿Tiene estándares la escuela? Si no, ¿cuándo se van a establecer?
¿Quién está encargado de determinar los estándares de nuestra escuela?
¿Cuál es el proceso para fijar los estándares?
¿Cómo pueden los padres participar en este proceso?
¿Cuáles de los estándares del estado son obligatorios?
¿Está la escuela usando algunos de los estándares nacionales?
¿Qué materias o asignaturas tienen estándares específicos?
¿Qué papel puedo yo desempeñar en la determinación de los estándares?

Pregunte sobre el significado de los estándares

¿Cómo obtengo una copia de los estándares?
¿Qué terminología especial necesito saber para entender los estándares?
¿Qué otra información necesito para entender los estándares?
¿Quién me puede ayudar a entender los estándares?
¿La escuela ofrece talleres para ayudar a los padres a entender los estándares?
¿Cómo puedo saber si estos estándares son lo suficientemente altos?
¿Los estándares de la escuela preparan a mi hijo para obtener un buen empleo o para ir a la universidad?
¿Cómo son nuestros estándares en comparación con los de otras escuelas?
¿Qué puedo hacer si no estoy de acuerdo con los estándares?

Pregunte sobre la forma en que la escuela utiliza los estándares

¿Quién toma las decisiones sobre qué y cómo se enseña en la escuela?

¿Cómo se relacionan los textos escolares y las lecciones con los estándares?

¿Cómo se utilizan los estándares en las reuniones que tengo con el maestro de mi hijo?

¿Cómo puedo tener la seguridad de que mi hijo recibe la instrucción que le ayudará a lograr los estándares?

¿Cómo mide la escuela el desempeño de mi hijo?

¿Cómo se relacionan los exámenes o pruebas con los estándares?

¿Con cuánta frecuencia se le hacen pruebas a mi hijo?

¿Cómo se me comunican los resultados de las pruebas?

¿Cómo se utilizan los estándares para establecer el pacto escolar?

¿Cómo se utilizan los estándares para desarrollar el perfil escolar?

¿Qué puedo hacer si creo que el programa del Título I no está haciendo lo debido para ayudar a mi hijo a alcanzar los estándares?

¿Quién puede contestar estas preguntas?

El maestro de su hijo puede contestar muchas de ellas. O también le puede preguntar:

☐ Al director de la escuela
☐ Al director del Título I de la escuela
☐ Al superintendente de las escuelas
☐ A los miembros de la junta escolar
☐ A los miembros de la organización padres-maestros
☐ Al coordinador de los padres
☐ A los miembros del centro de recursos para padres
☐ A otros padres

Otros folletos en esta serie disponibles en su escuela

Los padres preguntan acerca del Título I

Los padres preguntan acerca del plan de acción para la participación de los padres

Los padres preguntan acerca de los pactos

Los padres preguntan acerca del perfil escolar

The following are some sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to standards

Title I: Amendments to the Elementary and Secondary Education Act of 1965

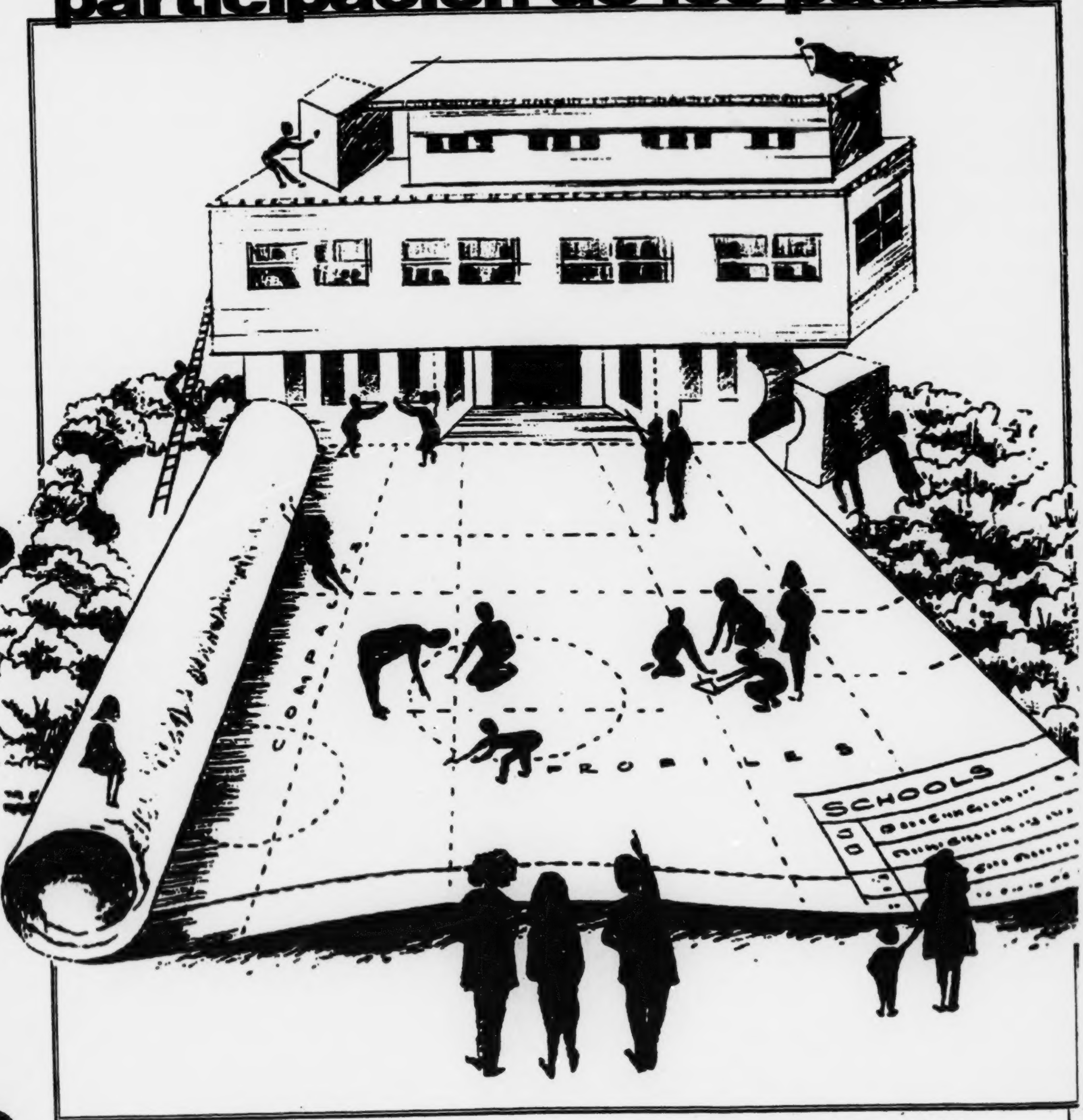
"Sec. 1118. Parental Involvement

"(e) Building Capacity for Involvement.-

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student achievement, each school and local educational agency-

"(1) shall provide assistance to participating parents in such areas as understanding the National Education Goals, the State's content standards and State student performance standards, the provisions of section 1111(b)(8), State and local assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the performance of their children as well as information on how parents can participate in decisions relating to the education of their children;"

Los padres preguntan acerca del plan de acción para la participación de los padres



PLAN DE ACCIÓN PARA LA PARTICIPACIÓN DE LOS PADRES (PARENT INVOLVEMENT POLICIES): ES UN REQUISITO DEL PROGRAMA TÍTULO I DEL DECRETO DE 1994, 'MEJORANDO LAS ESCUELAS DE LOS ESTADOS UNIDOS' (IMPROVING AMERICA'S SCHOOLS ACT).

Los padres preguntan acerca del plan de acción para la participación de los padres

¿Qué es el plan de acción para la participación de los padres?

Para mayor información sobre el Título I, lea el folleto *Los padres preguntan acerca del Título I*

El plan de acción para la participación de los padres explica la manera en que los distritos escolares o las escuelas mismas apoyan el papel tan importante que los padres tienen en la educación de sus hijos. Todos los distritos escolares que reciben dinero del Título I deben tener un plan de acción para la participación de los padres. Las escuelas del distrito que reciben dinero del Título I también deben tener este plan de acción. (El Título I es un programa federal de ayuda para proveer servicios educativos adicionales a los niños que están atrasados en la escuela).

¿Cómo explica el plan de acción la manera en que la escuela y los padres deben trabajar juntos?

El plan de acción comprende una gran variedad de temas, como por ejemplo:

- ☐ Lo que debe hacer el personal escolar para apoyar la participación de los padres
- ☐ Los derechos y responsabilidades de los padres
- ☐ La forma en que el personal de la escuela se debe comunicar con los padres
- ☐ El procedimiento que sigue la escuela para recibir quejas e inquietudes

El plan de acción debe especificar los objetivos generales de la participación de los padres, por ejemplo:

> Todas las escuelas del distrito escolar deben tener un plan para mantener informados a los padres acerca de la manera en que están educando a sus hijos.

Además, el plan de acción puede incluir instrucciones específicas sobre lo que el personal escolar y los padres deben hacer, por ejemplo:

> Los maestros deben hacer por lo menos una reunión durante el año escolar con los padres de cada niño.

¿Cuál debe ser el contenido del plan de acción para la participación de los padres en mi distrito?

Para mayor información sobre los estándares lea el folleto *Los padres preguntan acerca de los estándares*

El plan de acción del distrito describe lo que todo el distrito escolar debe hacer para la participación de los padres en la educación de sus hijos y en el programa del Título I. El plan describe la forma en que todas las escuelas y los padres del distrito van a cooperar para ayudar a los estudiantes del Título I a alcanzar los *estándares* de aprendizaje del distrito. (Los estándares describen lo que los estudiantes deben saber y ser capaces de hacer en cada nivel escolar).

La siguiente es una lista de los temas que se deben incluir en el plan de acción de su distrito:

- ☐ La manera en que los padres deben participar en la toma de decisiones sobre lo que las escuelas necesitan hacer para ayudar a los niños a alcanzar los estándares
- ☐ La manera en que los padres deben participar en el desarrollo del plan para el Título I en su escuela
- ☐ La forma en que el distrito escolar debe ayudar a las escuelas que tienen Título I para integrar a los padres
- ☐ La forma en que el distrito debe coordinar la participación de los padres del Título I con otros programas como "Head Start" y "Even Start"
- ☐ El plan del distrito para revisar y evaluar anualmente el plan de acción

¿Cómo debe ser el plan de acción para la participación de los padres de mi escuela?

El Título I requiere que su escuela tenga diferentes actividades específicas para la participación de los padres. El plan de acción debe describir los planes de la escuela para:

- ☐ Llevar a cabo una reunión anual de padres para explicar el Título I
- ☐ Tener otras reuniones de padres
- ☐ Dar a los padres información actual sobre sus niños de una manera fácil de entender
- ☐ Coordinar las actividades de participación de los padres del Título I con otros programas en la escuela

Además, el plan de acción debe incluir un pacto *(compact)*,

Para mayor información sobre los pactos y el perfil de la escuela, lea los folletos *Los padres preguntan acerca de los pactos* y *Los padres preguntan acerca del perfil escolar*

446

el cual consiste en una declaración escrita de lo que las escuelas y los padres deben hacer para ayudar a los estudiantes a tener éxito en la escuela.

Finalmente, el plan de acción debe explicar el plan de la escuela para diseñar el *perfil escolar (school profile)* el cual es como una libreta de calificaciones de la escuela.

¿Cómo se diseña el plan de acción para la participación de los padres?

El proceso para diseñar y aplicar el plan de acción es diferente en cada distrito y en cada escuela. Sin embargo, todos los distritos y escuelas tienen la obligación de incluir a los padres en este proceso. También tienen la obligación de dar una copia del plan de acción a los padres que tienen hijos en el Título I.

¿De qué manera se debe aplicar el plan de acción para la participación de los padres?

A las escuelas se les permite utilizar los fondos del Título I para apoyar la participación de los padres. Por ejemplo, las escuelas pueden usar parte del dinero del Título I para ofrecer talleres que informen a los padres acerca de lo que sus hijos están aprendiendo o para comprar materiales que los padres pueden usar para ayudar a sus hijos con las tareas. Los fondos del Título I también se pueden usar para el cuidado de niños o transporte para que los padres puedan asistir a las actividades de la escuela.

Los distritos escolares que reciben más de $500,000 dólares del Título I deben gastar por lo menos el 1 por ciento del dinero para la participación de los padres. (Si recibe $500,000, por lo menos serían $5,000 dólares).

¿Cómo puedo saber si el plan de acción para la participación de los padres está funcionando bien?

Ante todo, obtenga una copia de los planes de acción de su distrito y de su escuela. Si los encuentra difíciles de entender, pídale a algún empleado de la escuela que se los explique.

Haga tantas preguntas como sea necesario para averiguar si su distrito y su escuela están haciendo lo que el plan de acción dice que deben hacer para promover la participación de los padres.

Si el plan de acción para la participación de los padres no ha sido diseñado, usted puede decir al personal escolar lo que se debería incluir. Los distritos y las escuelas deben revisar sus planes de acción todos los años. Usted puede participar en el comité que los revisa y los actualiza.

¿Qué más necesito saber?

Todos los planes de acción para la participación de los padres son diferentes. A continuación hay unas preguntas que puede usar para aprender un poco más sobre los planes de acción de su distrito y de su escuela:

Pregunte acerca del diseño del plan de acción para la participación de los padres

¿Tienen el distrito y la escuela un plan de acción para la participación de los padres? Si no es así, ¿Cuándo estará disponible?

¿Quién está encargado de diseñar el plan de acción para nuestro distrito y nuestra escuela?

¿Cuál es el proceso para diseñar el plan de acción?

¿De qué manera participan los padres?

¿Qué papel puedo desempeñar en el diseño del plan de acción para la participación de los padres?

Pregunte sobre el significado del plan de acción

¿Cómo puedo obtener una copia del plan de acción para la participación de los padres del distrito y de la escuela?

¿Qué dice el plan de acción que la escuela debe hacer por mí y por otros padres?

¿Qué espera el plan de acción de mí y de otros padres?

¿De qué manera protege el plan de acción mis derechos de padre de familia?

¿Cómo es nuestro plan de acción en comparación con los de otros distritos y escuelas?

Si no estoy de acuerdo con el plan de acción, ¿qué puedo hacer?

Pregunte sobre la forma en que la escuela utiliza el plan de acción

¿Qué pasa si el personal escolar o los padres no cumplen con el plan de acción?

¿Cómo se está usando el dinero del Título I para apoyar la participación de los padres?

¿Hay otro dinero disponible para apoyar la participación de los padres?

¿La escuela y el distrito revisan el plan de acción todos los años, así como se les exige?

¿Quién puede contestarme estas preguntas?

El maestro de su hijo puede contestar muchas de ellas. O también le puede preguntar:

☐ Al director de la escuela
☐ Al director del Título I de la escuela
☐ Al superintendente de las escuelas
☐ A los miembros de la junta escolar
☐ A los miembros de la organización padres-maestros
☐ Al coordinador de los padres
☐ A los miembros del centro de recursos para padres
☐ A otros padres

Otros folletos en esta serie disponibles en su escuela

Los padres preguntan acerca del Título I
Los padres preguntan acerca de los estándares
Los padres preguntan acerca de los pactos
Los padres preguntan acerca del perfil escolar

The following sections from "IMPROVING AMERICA'S SCHOOLS ACT of1994" that relate to parent involvement policies.

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec. 1118. Parental Involvement.

"(a) Local Educational Agency Policy .-

"(1) In general .-A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with the provisions of this section. Such activities shall be planned and implemented with **meaningful consultation with parents of participating children.**

"(2) Written policy .-Each local educational agency that receives funds under this part shall **develop jointly with, agree upon with, and distribute to, parents of participating children** a written parent involvement policy that is incorporated into the local educational agency's plan developed under section 1112, establishes the **expectations for parent involvement**, and describes **how the local educational agency** will-

"(A) involve parents in the **joint development of the plan** under section 1112, and the **process of school review and improvement** under section 1116;

"(B) provide the **coordination, technical assistance, and other support** necessary to assist participating schools in planning and implementing effective parent involvement;

"(C) build the **schools' and parents' capacity for strong parent involvement** as described in subsection (e);

"(D) coordinate and integrate parental involvement strategies under this part with parental involvement **strategies under other programs**, such as Head Start, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and State-run preschool programs;

"(E) conduct, with the involvement of parents, an **annual evaluation** of the content and effectiveness of the parental involvement policy developed under this section-

"(i) to determine the effectiveness of the policy in **increasing the participation of parents**; and

"(ii) to identify **barriers to greater participation by parents** in activities authorized by this section, giving **particular attention to parents** who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; and

"(F) **use the findings of the evaluations** described in subparagraph (E)in designing strategies for school improvement and revising, if necessary, the parental involvement policies described in this subsection and subsection (b)(1).

"(3) Reservation .-(A) Each local educational agency shall **reserve not less than 1 percent of such agency's allocation** under this part to carry out this section, including family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under this part (other than funds allocated under section 1002(e) for the fiscal year for which the determination is made is $5,000 or less.

"(B) Parents of children receiving services under this part shall be **involved in the decisions regarding how funds** reserved under subparagraph (A) are allotted for parental involvement activities.

"(b) School Parental Involvement Policy .-

"(1) In general .-**Each school** served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed upon by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Such policy shall be updated periodically to meet the changing needs of parents and the school.

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"(2) Special rule .-If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

"(3) Amendment .-If the local educational agency has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

"(4) Parental comments .-If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

"(c) Policy Involvement .

-Each school served under this part shall-

"(1) **convene an annual meeting**, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain this part, its requirements, and their right to be involved;

"(2) **offer a flexible number of meetings**, such as meetings in the morning or evening, and may provide, **with funds** provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

"(3) **involve parents**, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

"(4) provide **parents of participating children-**

"(A) **timely information** about programs under this part;

"(B) **school performance profiles** required under section 1116(a)(3) and their child's individual student assessment results, including an interpretation of such results, as required under section1111(b)(3)(H);

"(C) a **description and explanation** of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet;

"(D) opportunities for regular meetings to **formulate suggestions**, share experiences with other parents, and participate as appropriate in **decisions** relating to the education of their children if such parents so desire; and

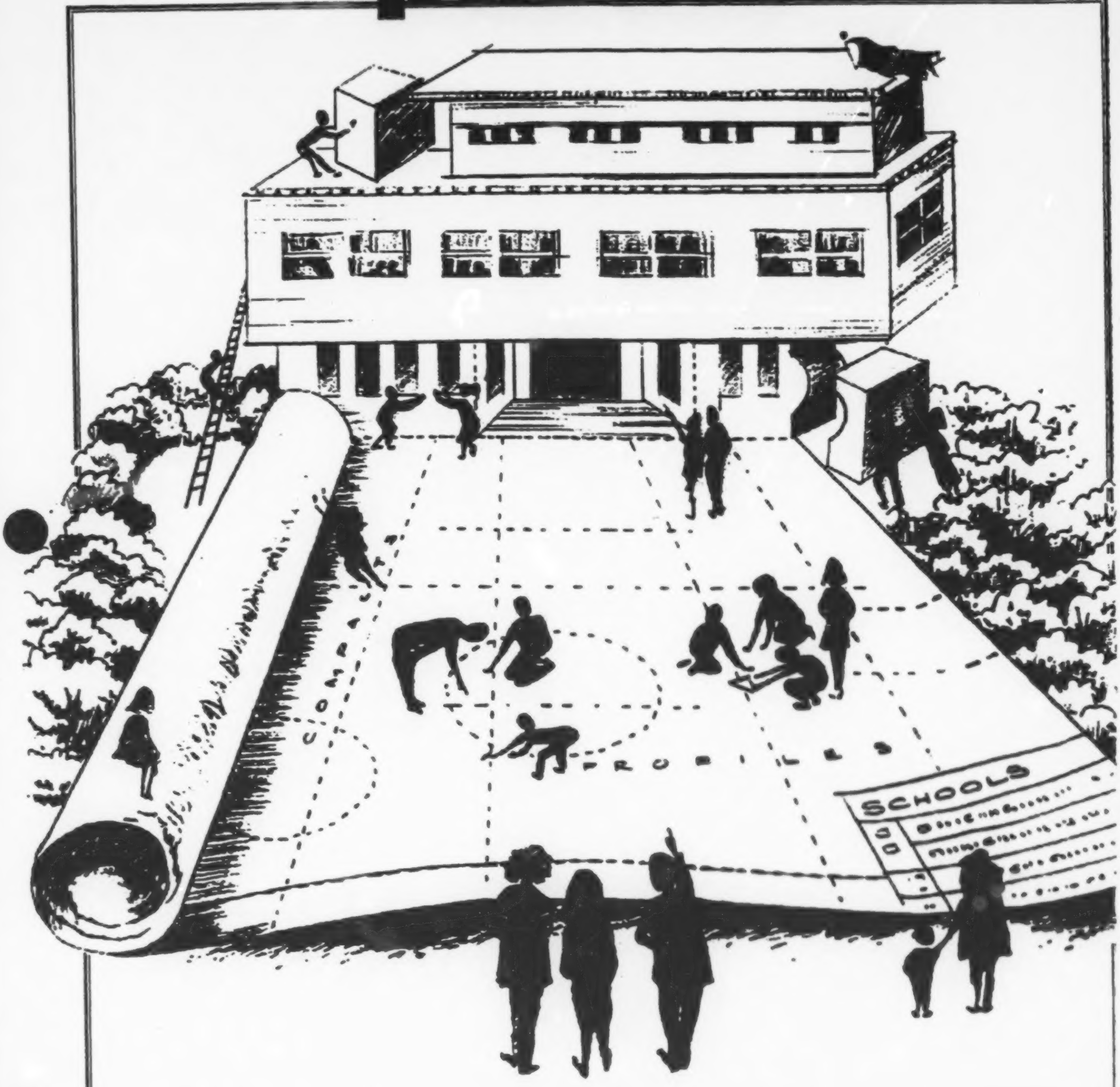
"(E) **timely responses** to parents' suggestions under subparagraph (D); and

"(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

"(d) Shared Responsibilities for High Student Performance .-

As a component of the **school-level parental involvement policy** developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards."

Los padres preguntan acerca de los
pactos


COMPACTS
PROFILES
SCHOOLS

PACTOS (COMPACTS): Son un requisito del programa Título I del decreto de 1994. 'Mejorando las escuelas de los Estados Unidos' (Improving America's Schools Act).

Los padres preguntan acerca de los pactos

¿Qué es un pacto?

Para mayor información sobre el Título I, lea el folleto *Los padres preguntan acerca del Título I*

Un pacto es una declaración escrita de lo que las escuelas y los padres deben hacer para ayudar a los estudiantes a tener éxito en la escuela. Todas las escuelas que reciben dinero del Título I deben tener un pacto. (El Título I es un programa federal de ayuda para proporcionar servicios educativos adicionales a los niños que están atrasados en la escuela).

¿Cuál es el propósito de un pacto?

Para que los niños puedan alcanzar los estándares escolares, ellos necesitan el apoyo de *todos* los adultos en su mundo. Los maestros tienen la importante tarea de enseñarles a los estudiantes. Otro personal escolar contribuye a hacer de la escuela un lugar adecuado para el aprendizaje de los niños. Los padres tienen la tarea, igualmente importante, de proporcionar a sus niños un hogar seguro y saludable y de darles cariño para apoyar el aprendizaje. El pacto es una lista de las tareas específicas del personal escolar y de los padres. Teniendo un pacto, cada uno sabe lo que debe hacer y lo que deben hacer los demás. El pacto ayuda a que todos se mantengan dentro del plan para ayudar a los estudiantes.

El pacto también establece la *forma* que debe tener la comunicación entre los padres y los maestros. La comunicación entre los padres y los maestros es muy importante porque sirve para coordinar el apoyo que ambos dan a cada estudiante. Los padres necesitan conocer la manera en que sus hijos se desempeñan en la escuela para que puedan apoyar mejor el aprendizaje en el hogar. Igualmente, los maestros y el personal escolar necesitan saber lo que los padres creen acerca del desempeño de sus hijos en el hogar, para así poder enseñarles mejor en la escuela.

¿Cómo describe el pacto las responsabilidades de la escuela y de los padres?

El pacto se basa en los estándares de aprendizaje de la escuela. Los estándares

Para mayor información sobre los estándares, lea el folleto *Los padres preguntan acerca de los estándares*

lo que se espera que los estudiantes aprendan en la escuela y lo que deben hacer en cada nivel escolar. Los estándares describen lo que se va a enseñar (estándares de contenido) y lo que se espera que los estudiantes aprendan (estándares de desempeño).

El pacto es un plan de acción que señala lo que cada uno debe hacer para ayudar a los estudiantes a alcanzar los estándares que se han determinado para su nivel escolar. El pacto indica a los maestros la forma en que deben enseñar para alcanzar los estándares de contenido. Por ejemplo, un pacto puede decir:

> "Los maestros deben desarrollar el plan de las lecciones que cubren los estándares de contenido de su grado escolar".

Para el resto del personal escolar, el pacto señala lo que cada uno de ellos debe hacer para apoyar a los maestros en la enseñanza de los estándares de contenido y a los estudiantes en su capacidad para aprender. Por ejemplo, el pacto puede decir:

> "El director de la escuela garantiza la seguridad de la escuela para que los estudiantes puedan concentrarse en aprender, sin temor o distracciones".

Para los padres el pacto indica lo que ellos pueden hacer para apoyar a sus hijos en el logro de los estándares. Por ejemplo, el pacto puede decir:

> "Los padres garantizan que sus hijos hagan las tareas asignadas".
>
> o
>
> "Los padres deben revisar las libretas de calificaciones, discutir las calificaciones con sus hijos, y luego firmar y devolver la libreta a la escuela".

El pacto también describe la forma en que los *maestros* y los *padres de familia* se comunican entre sí. Por ejemplo, el pacto puede decir:

> "Los maestros deben informar a los padres de familia, mensualmente y a

través de notas fáciles de leer, acerca de lo que sus hijos están aprendiendo en clase".

o

"Los maestros deben hacer talleres para explicar a los padres los estándares de contenido en la clase de matemáticas y lo que los padres pueden hacer para apoyar el aprendizaje de esa asignatura".

Las escuelas también pueden incluir a los *estudiantes* en el pacto. Esto significa que el pacto señala lo que los estudiantes necesitan hacer para alcanzar los estándares. Por ejemplo, el pacto puede decir:

"Los estudiantes deben asistir todos los días a la escuela listos para aprender".

¿Quiénes están incluidos en el pacto?

El pacto incluye a todos los padres de los estudiantes del programa del Título I de la escuela y a todo el personal escolar que trabaja con los estudiantes del Título I. Los estudiantes del Título I también pueden ser incluidos, siempre y cuando tengan la edad suficiente para tomar la responsabilidad de su propio aprendizaje. Algunos programas del Título I incluyen toda la escuela. En ese caso, el pacto debe incluir a todos los padres, todo el personal escolar y todos los estudiantes.

¿Cómo pueden utilizar los maestros el pacto?

Los maestros pueden utilizar el pacto como un plan de acción que les indica lo que van a enseñar y hacer para ayudar a los estudiantes a alcanzar los estándares de la escuela. El pacto les señala lo que pueden esperar de otras personas en la escuela para que los apoyen en su trabajo. También les indica lo que pueden esperar de los padres en cuanto al apoyo que necesitan para el aprendizaje de sus hijos. Así entonces, los maestros pueden utilizar el pacto como una base para discutir el progreso de un estudiante con otros maestros y en reuniones individuales con padres de familia.

¿Cómo puedo utilizar el pacto?

El pacto se puede usar como si fuera una descripción de trabajo, o sea como un listado de las cosas que usted puede hacer para contribuir al progreso de su hijo en la escuela.

También puede emplear el pacto para estar seguro de que la escuela le está enseñando a su hijo lo que necesita saber para alcanzar los estándares. El pacto se puede usar como punto de partida en las reuniones con el maestro u otro personal de la escuela.

Si sus hijos tienen la edad suficiente para ser incluidos en el pacto, usted lo puede utilizar en el hogar para explicarles la forma en que pueden ayudarse a sí mismos a aprender.

¿Cómo se crea el pacto?

Para mayor información sobre la participación de los padres, lea el folleto *Los padres preguntan acerca del plan para la participación de los padres*

El pacto es parte de un documento más amplio que se llama "plan de acción para la participación de los padres" *(parent involvement policy)*. Este plan de acción explica la forma en que la escuela va a apoyar a los padres en el papel tan importante que tienen en la educación de sus hijos. El proceso que se utiliza para crear y aplicar el plan de acción es diferente en cada escuela. Sin embargo, todas las escuelas tienen la obligación de incluir a los padres en este proceso. Las escuelas también tienen la obligación de dar una copia del plan de acción a todos los padres de familia que tienen hijos en el programa del Título I.

¿Qué puedo hacer para estar seguro de que la escuela está cumpliendo con el pacto?

Ante todo, obtenga una copia del pacto. Si no lo entiende, solicite a algún miembro del personal escolar que se lo explique.

Haga tantas preguntas como crea necesario para averiguar si el personal escolar está haciendo lo que el pacto dice que deben hacer. Hable con algún miembro del personal escolar acerca de lo que el pacto significa para su hijo.

Si la escuela no ha creado el pacto todavía, usted puede sugerir al personal escolar lo que se debería incluir. Usted puede formar parte del comité que crea, revisa y actualiza el pacto.

Finalmente, para que la escuela pueda cumplir con su parte, es necesario que usted haga la suya. Cumpla con lo que el pacto espera que usted haga para fomentar el aprendizaje de su hijo. La ley no lo obliga a firmar el pacto. Sin embargo, su colaboración es muy importante, ya que le demuestra a la escuela que usted apoya sus esfuerzos y también le demuestra a sus hijos su preocupación y esfuerzo para que aprendan.

¿Qué más necesito saber?

Los pactos de todas las escuelas son diferentes. Para aprender un poco más acerca del pacto de su escuela, usted puede hacer preguntas como las siguientes:

Pregunte acerca de la creación del pacto

¿La escuela tiene un pacto? Si no es así, cuándo estará disponible el pacto?
¿Quién está encargado de crear el pacto para nuestra escuela?
¿Cuál es el proceso para crear el pacto?
¿Cómo pueden participar los padres en este proceso?
¿Qué papel puedo yo desempeñar en la creación del pacto?
¿Con cuánta frecuencia se revisa y se actualiza el pacto?

Pregunte acerca del significado del pacto

¿Cómo obtengo una copia del pacto?
¿Qué estándares para el aprendizaje se incluyen en el pacto?
¿Qué dice el pacto que la escuela debe hacer?
¿Qué espera el pacto que hagan los padres?
¿Cómo es nuestro pacto comparado con el de otras escuelas?
¿Quién me puede ayudar a entender el pacto?
¿Tiene la escuela talleres para ayudar a los padres a entender el pacto?
¿Qué puedo hacer si no estoy de acuerdo con el pacto?

Pregunte cómo la escuela utiliza el pacto

¿Quiénes están incluidos en este pacto?

¿Pide la escuela a los padres que firmen el pacto?

¿Pide la escuela al personal escolar que firme el pacto?

¿Qué pasa si el personal o los padres no cumplen con el pacto?

¿Cómo se utiliza el dinero del Título I para apoyar el pacto?

Pregunte en qué forma el pacto afecta a su familia

¿Crea el pacto más trabajo para mí y mi familia?

¿Los maestros se refieren al pacto durante la reunión conmigo?

¿Cómo podemos la escuela y yo utilizar el pacto para fomentar el aprendizaje de mi hijo?

Quién me puede contestar estas preguntas?

El maestro de su hijo puede contestarle muchas de ellas. O también le puede preguntar:

- ☐ Al director de la escuela
- ☐ Al director del Título I de la escuela
- ☐ Al superintendente de las escuelas
- ☐ A los miembros de la junta escolar
- ☐ A los miembros de la organización padres-maestros
- ☐ Al coordinador de los padres
- ☐ A los miembros del centro de recursos para padres
- ☐ A otros padres

Otros folletos en esta serie disponibles en su escuela

Los padres preguntan acerca del Título I

Los padres preguntan acerca de los estándares

Los padres preguntan acerca del plan para la participación de los padres

Los padres preguntan acerca de los perfiles escolares

The following are some of the sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to compacts

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec.1118. Parental Involvement.

"(d) Shared Responsibilities for High Student Performance.-

As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility **for improved student achievement** and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall-

"(1) describe the **school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student performance standards, and the ways in which **each parent will be responsible** for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

"(2) address the importance of **communication between teachers and parents** on an ongoing basis through, at a minimum-

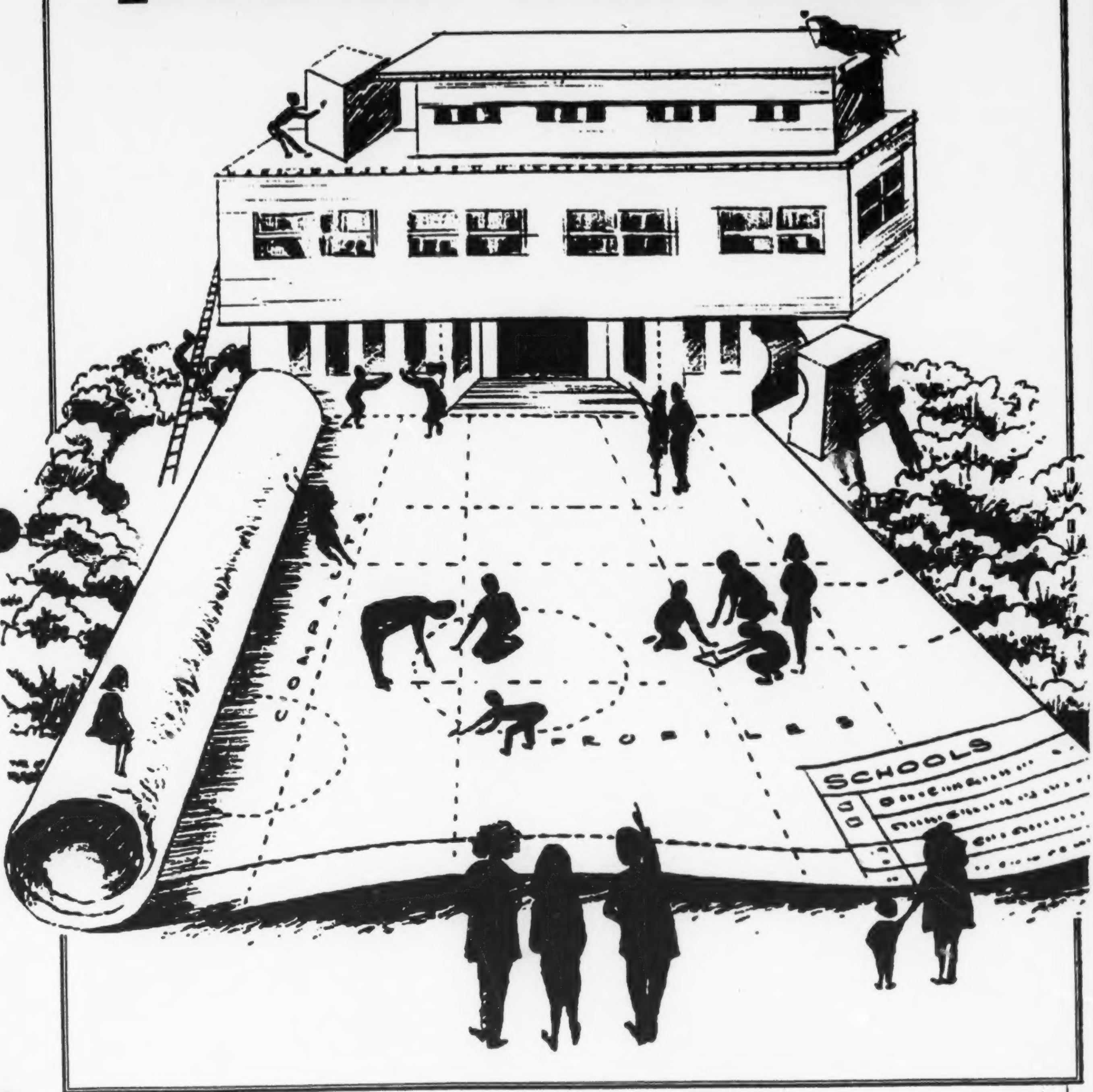
"(A) **parent-teacher conferences** in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

"(B) frequent **reports to parents** on their children's progress; and

"(C) reasonable **access to staff,** opportunities to **volunteer** and **participate** in their child's class, and **observation** of classroom activities."

Los padres preguntan acerca del

perfil escolar


COMPACT
PROFILES
SCHOOLS

PERFILES ESCOLARES (SCHOOL PROFILE): Son un requisito del programa Titulo I del decreto de 1994, 'Mejorando las escuelas de los Estados Unidos' (Improving America's Schools Act)

Los padres preguntan acerca del
perfil escolar

¿Qué es un perfil escolar?

Para mayor información sobre el Título I, lea el folleto *Los padres preguntan acerca del Título I*

El perfil escolar es como una libreta o tarjeta de calificaciones de su escuela. Este perfil contiene datos básicos acerca de la escuela y los estudiantes. El perfil señala la forma en que los estudiantes se están desempeñando. Además, el perfil nos dice lo que la escuela está haciendo para ayudar a los estudiantes a alcanzar sus metas.

Todos las escuelas que reciben dinero del Título I deben preparar el perfil escolar todos los años. (El Título I es un programa federal de ayuda para proveer servicios educativos adicionales a los estudiantes que están atrasados en la escuela). Los perfiles escolares son un requisito nuevo, por lo tanto, muchas escuelas están aún creando los suyos.

¿Qué clase de información básica se encuentra en el perfil escolar?

El perfil escolar contiene varias clases de datos básicos sobre *la escuela,* como por ejemplo:

☐ El número de maestros y estudiantes en cada nivel escolar
☐ La cantidad de estudiantes que cada maestro tiene a su cargo
☐ Las clases que se ofrecen en la escuela
☐ El número y clase de estudiantes de cada salón de clase
☐ Programas especiales que se ofrecen a través del Título I o de otras fuentes
☐ El número y clase de estudiantes que están participando en estos programas
☐ Los estudios que los maestros han realizado
☐ Los recursos que tiene la escuela en cuanto a la biblioteca y computadores
☐ La cantidad de dinero que se gasta para cada estudiante

El perfil escolar también incluye datos sobre *grupos de estudiantes,* como por ejemplo:

☐ Cuántos estudiantes hay en la escuela

☐ El número y tipo de estudiantes que participan en los programas del Título I
☐ Su raza y grupo étnico
☐ El género (masculino o femenino)
☐ El idioma(s) que se habla(n) en el hogar
☐ El número de estudiantes que van a programas pre-escolares
☐ Categorías especiales, tales como estudiantes con impedimentos o migratorios
☐ Resultados de exámenes

Finalmente, el perfil escolar puede incluir datos sobre *la participación de los padres,* como por ejemplo:

☐ El número de horas que los padres han servido como voluntarios en la escuela
☐ El número de padres que han asistido a los talleres
☐ La forma en que los padres ayudan a sus hijos a hacer la tarea
☐ Lo que los padres opinan sobre la forma en que la escuela se comunica con ellos

¿Qué tipo de información sobre el desempeño de los estudiantes se incluye en el perfil escolar?

El perfil escolar puede incluir información sobre el *desempeño del estudiante,* tal como:

☐ El desempeño de los estudiantes en pruebas del distrito y del estado
☐ Los resultados de otros exámenes
☐ El número de estudiantes que forman parte de la lista de estudiantes sobresalientes
☐ El número de estudiantes suspendidos o expulsados
☐ El número de estudiantes que pasaron al siguiente nivel escolar
☐ El número de estudiantes que están repitiendo un nivel escolar
☐ El número de estudiantes que se gradúan
☐ El número de estudiantes que abandonan la escuela
☐ El número de estudiantes que continúa con otros estudios después de la graduación

El perfil provee información sobre el desempeño de los estudiantes de acuerdo al *grupo del estudiante,* como por ejemplo:

☐ Nivel escolar
☐ Género (masculino o femenino)
☐ Raza y grupo étnico
☐ Capacidad para hablar inglés
☐ Ingreso familiar
☐ Categorías especiales, tales como estudiantes con impedimentos o migratorios

¿Cómo se explican los resultados de las pruebas?

Para mayor información sobre los estándares, lea el folleto *Los padres preguntan acerca de los estándares*

Los perfiles escolares explican los resultados de las pruebas de acuerdo al nivel que los estudiantes alcanzan los *estándares.* Los estándares describen lo que los estudiantes deben saber y ser capaces de hacer en cada nivel escolar.

Es posible que el perfil escolar de su escuela utilice términos especiales para describir la manera en que los estudiantes han alcanzado los estándares. Por ejemplo, el perfil escolar puede dar un reporte en el cual:

El 5 por ciento de todos los estudiantes de tercer grado se desempeñaron a un nivel *básico* en la sección de matemáticas del examen del estado.
(Esto quiere decir que los estudiantes están comenzando a aprender lo que se espera que aprendan en su nivel escolar).

El 10 por ciento se desempeñó a un nivel de *principiante.*
(Esto quiere decir que están adquiriendo las destrezas).

El 70 por ciento se desempeñó a un nivel *adelantado.*
(Esto significa que ellos pueden demostrar esas habilidades la mayoría del tiempo)

El 15 por ciento demostró un nivel de *maestría.*.
(Esto significa que los estudiantes han ganado o adquirido dichas destrezas completamente).

Su escuela puede usar términos como *básico, principiante, adelantado* y *maestría* para describir el nivel de desempeño de los estudiantes o también puede utilizar otros términos especiales. El perfil escolar debe definir o explicar los términos que utiliza.

¿Cómo utilizan las escuelas el perfil?

El perfil escolar es una forma de juzgar la calidad de la escuela. El director de la escuela y los maestros pueden referirse al perfil para saber la forma en que se están desempeñando los diferentes grupos de la escuela. También pueden usar el perfil escolar para comparar el desempeño de sus estudiantes con el de estudiantes semejantes de otras escuelas.

El personal escolar puede comparar el perfil del año escolar en curso con el de años anteriores para ver si se están presentando cambios que pueden afectar el aprendizaje. Por ejemplo, se puede comparar para ver si más niñas se están desempeñando mejor en matemáticas.

Esta información puede ayudar a los maestros en la toma de decisiones para mejorar la enseñanza y el aprendizaje. Los perfiles se pueden utilizar para determinar dónde se necesitan más los recursos. Finalmente, los perfiles se pueden utilizar como base para la solicitud de fondos adicionales.

¿Cómo puedo utilizar el perfil escolar?

Usted puede utilizar el perfil escolar para darse una idea de la forma en que la escuela se está desempeñando. A través del perfil, usted puede saber cuáles son los puntos fuertes y débiles de la escuela. El perfil le puede dar información sobre el programa del Título I y sobre otros programas de la escuela en los que le gustaría que su hijo participe. Utilice el perfil escolar como una guía para hacer preguntas sobre la escuela.

Usted puede usar el perfil para comparar a su escuela con otras escuelas que reciben fondos del programa del Título I. Por último, usted puede comparar el perfil de este año con el perfil de años anteriores. Al hacer esto, usted sabrá si la escuela está mejorando o no.

¿Qué más necesito saber?

Los perfiles escolares de todas las escuelas son distintos. A continuación hay algunas preguntas que puede hacer para aprender un poco más sobre los perfiles escolares:

Pregunte sobre la preparación de los perfiles escolares

¿Tiene la escuela un perfil escolar? Si no, ¿cuándo estará disponible?
¿Quién está encargado de preparar el perfil de nuestra escuela?
¿Quién decide qué tipo de información se debe incluir?
¿Qué le exige el estado a las escuelas sobre lo que se debe incluir en el informe?
¿Cómo se toma la decisión acerca de los grupos de estudiantes que se van a incluir en los reportes?

Pregunte sobre el significado de los perfiles

¿Cómo obtengo una copia del perfil escolar?
¿Qué terminología especial necesito saber para entender los perfiles?
¿Qué otra información necesito para entender los perfiles?
¿Quién me puede ayudar a entender los perfiles?
¿La escuela ofrece talleres para ayudar a los padres a entender los perfiles?
¿Cómo explica el perfil el desempeño de los estudiantes de acuerdo a los estándares del distrito y del estado?
¿Por qué razón los distintos grupos de estudiantes se desempeñan de una manera diferente? ¿Qué está haciendo la escuela acerca de esto?
¿De qué manera son diferentes los logros actuales de los estudiantes comparados con los de años anteriores?
¿De qué manera influye el programa del Título I en el desempeño de los estudiantes que están más atrasados?
¿Qué podemos esperar en el perfil del año entrante?
¿Cómo sabré si el perfil está correcto?
¿De qué manera puedo sugerir mis ideas para que se incluyan en el próximo perfil?

Pregunte sobre la forma en que la escuela obtiene información para el perfil

¿Con cuánta frecuencia se mide el desempeño de un estudiante?

¿Qué clase de pruebas o exámenes se usan?

¿Se incluye a todos los estudiantes en los exámenes? Si no, ¿cómo se mide el desempeño de los estudiantes que no están incluidos?

Pregunte sobre la forma en que la escuela utiliza la información del perfil

¿De qué manera utiliza la escuela el perfil?

¿Qué programas tiene nuestro distrito escolar para mejorar el desempeño de los estudiantes?

¿Están estos programas disponibles en nuestra escuela?

¿Cómo son nuestros programas del Título I en comparación con los de otras escuelas?

¿Cómo puedo obtener más información acerca de estos programas?

¿Quién me puede contestar estas preguntas?

El maestro de su hijo puede contestarle muchas de ellas. O también le puede preguntar:

☐ Al director de la escuela
☐ Al director del Título I de la escuela
☐ Al superintendente de las escuelas
☐ A los miembros de la junta escolar
☐ A los miembros de la organización padres-maestros
☐ Al coordinador de los padres
☐ A los miembros del centro de recursos para padres
☐ A otros padres

Otros folletos de esta serie disponibles en la escuela

Los padres preguntan acerca del Título I

Los padres preguntan acerca de los estándares

Los padres preguntan acerca del plan para la participación de los padres

Los padres preguntan acerca de los pactos

The following are some sections from "IMPROVING AMERICA'S SCHOOLS ACT OF 1994" that relate to school profiles

Title I: Amendments to the Elementary and Secondary Education Act of 1965

"Sec.1118. Parental Involvement.

"(c) Policy Involvement. Each school served under this part shall-

"(4) provide parents of participating children-

"(B) **school performance profiles** required under section 1116(a)(3) and their child's individual student assessment results, including an interpretation of such results, as required under section 1111(b)(3)(H);"

"Sec. 1116. Assessment and Local Educational Agency and School Improvement.

"(a) Local Review-

"(3) publicize and disseminate to teachers and other staff, parents, students, and the community, the **results of the annual review** under paragraph (2) of all schools served under this part in **individual school performance profiles** that include statistically sound disaggregated results as required by section 1111(b)(3)(1);"

"Sec. 1111. State Plans.

"(b) Standards and Assessment-

"(3)(H) provide individual student interpretive and descriptive reports, which shall include scores, or other information on the attainment of student performance standards;

"(3)(I) enable **results to be disaggregated within each State, local educational agency, and school** by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged."

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Hispanic Parent Involvement in Early Childhood Programs

Linda M. Espinosa

Increasing parents' involvement in their children's education is currently viewed as a cornerstone of most school reform efforts. This belief is expressed in President Clinton's plea during his 1994 State of the Union Message:

> "Parents who know their children's teachers and turn off the television and help with the homework and teach their kids right from wrong—those kind of parents can make all the difference."

There is remarkable consensus among educators, parents, and the general public that children will learn more and schools will improve if we can get parents to do a better job of supporting their children's schooling. Epstein (1992, p.1141) has summarized research on parent involvement as suggesting "that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved."

However, evidence exists that merely increasing the *amount* of school involvement will not necessarily lead to such positive outcomes, especially for Hispanic families (Bauch, 1992). Hispanic parents have consistently demonstrated low rates of school involvement; when their involvement has increased, this increase has not necessarily led to parents' more positive perceptions of schools (Bauch, 1992; Costas, 1991). If Hispanic parents feel coerced and not listened to, they do not necessarily benefit from increased contact with the school. To determine effective strategies for connecting Hispanic parents and their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing and socialization practices, communication styles, and orientation toward formal education.

Hispanic Profile

Although they are united by a common language, Hispanics in the U.S. are not a homogeneous group. They represent great diversity in terms of socioeconomic status, race, age, country of origin, and the nature and timing of their immigration (Nicolau & Ramos, 1990). Differences among Hispanic subgroups in communication styles and socialization practices are often greater than the overall differences between Hispanics and non-Hispanics (Haycock & Duany, 1991). Although Hispanics are the fastest growing ethnic group in the U.S., relatively little is known about how the Hispanic culture might interact with the typical American school culture to produce positive results for children. Hispanics, except for Cuban-Americans, can be characterized as having high rates of poverty and low levels of educational achievement (Valdivieso & Nicolau, 1992). They are also one of the most educationally vulnerable minority groups in the U.S. They start kindergarten somewhat behind their peers; 44%, by age 13, are at least one year below expected grade level; and more than 40% drop out before completing high school (Liontos, 1992; Nicolau & Ramos, 1990). Although the academic achievement levels and dropout rates for other racial and ethnic groups have improved in the past decade, Hispanic school performance remains consistently poor (Liontos, 1992). In order to correct this situation, educators must understand cultural factors that may be acting as barriers to Hispanic children's educational success and then devise approaches to help early childhood programs reach out to Hispanic parents and form partnerships with the home.

Cultural Characteristics

There are some differences in the way Hispanic and other American children are socialized. Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation, elaborated speech models, or early literacy experiences (Espinosa & Lesar, 1994; Liontos, 1992). Consequently the language development of Hispanic children is frequently behind that of their American middle class peers when they enter kindergarten, and may appear especially so if they have been assessed with formal language measures.

Throughout Hispanic culture there is a widespread belief in the absolute authority of the school and teachers. In many Latin American countries it is considered rude for a parent to intrude into the life of the school. Parents believe that it is the school's job to educate and the parent's job to nurture and that the two jobs do not mix. A child who is well educated is one who has learned moral and ethical behavior.

Hispanics, as a whole, have strong family ties, believe in family loyalty, and have a collective orientation that supports community life; and have been found to be field dependent with a sensitivity to nonverbal indicators of feeling (Zuniga, 1992). Culturally this is represented by an emphasis on warm, personalized styles of interaction, a relaxed sense of time, and a need for an informal atmosphere for communication. Given these preferences, a culture clash may result when Hispanic students and parents are confronted with the typical task-oriented style of most American teachers.

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While an understanding of the general cultural characteristics of Hispanics is helpful, it is important to not overgeneralize. Each family and child is unique, and care should be taken to not assume values and beliefs just because a family speaks Spanish and is from Latin America. It is important that teachers spend the time to discover the particular values, beliefs, and practices of the families in their community.

Teachers must also examine their own attitudes about working with a minority group that speaks a different language from their own and may not share the values of their own culture. To establish genuine partnerships with parents, genuine relationships with parents built on a foundation of mutual trust and openness must first be developed.

Strategies That Work

Most, if not all, Hispanic parents want their children to succeed in school. Some education professionals have called Hispanic parents a great "untapped resource" (Nicolau & Ramos, 1990, p.9). Their concern for their children, commitment to family, respect for education, and desire for a better life have rarely been capitalized on by the educational establishment. Projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies:

1. *Personal Touch.* It is crucial to use face-to-face communication in the Hispanic parents' primary language when first making contact. Written flyers or articles sent home have proven to be ineffective even when written in Spanish. It may also take several personal meetings before the parents gain sufficient trust to actively participate. Home visits are a particularly good way to begin to develop rapport.

2. *Non-Judgmental Communication.* In order to gain the trust and confidence of Hispanic parents, teachers must avoid making them feel they are to blame or are doing something wrong. Parents need to be supported for their strengths, not judged for perceived failings.

3. *Perseverance in Maintaining Involvement.* To keep Hispanic parents actively engaged, activities planned by the early childhood program must respond to a real need or concern of the parents. Teachers should have a good idea about what parents will get out of each meeting and how the meeting will help them in their role as parents.

4. *Bilingual Support.* All communication with Hispanic parents, written and oral, must be provided in Spanish and English. Many programs report that having bicultural and bilingual staff helps promote trust (Espinosa & Lesar, 1994).

5. *Strong Leadership and Administrative Support.* Flexible policies, a welcoming environment, and a collegial atmosphere all require administrative leadership and support. As with other educational projects or practices that require innovation and adaptation, the efforts of teachers alone cannot bring success to parent involvement projects. Principals must also be committed to project goals.

6. *Staff Development Focused on Hispanic Culture.* All staff must understand the key features of Hispanic culture and its impact on their students' behavior and learning styles. It is the educator's obligation to learn as much about the children and their culture and background as possible.

7. *Community Outreach.* Many Hispanic families could benefit from family literacy programs, vocational training, ESL programs, improved medical and dental services, and other community-based social services. A school or early childhood program can serve as a resource and referral agency to support the overall strength and stability of the families.

Conclusion

It is critical that early childhood programs demonstrate successful approaches to working with Hispanic families. By forging closer communication and bridging the cultural gap between home and school, early childhood educators can establish a basis for future school success. The current educational status of Hispanic children creates a sense of urgency about these issues.

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La Participación de los Padres en los Programas Preescolares

Linda M. Espinosa

La continua participación de los padres en la educación formal de sus hijos se ve, en la actualidad, como la base de los esfuerzos por reformar el sistema escolar. Esta creencia fue expresada por el Presidente Clinton en su presentación sobre el estado actual del país en 1994:

> "Los padres que conocen a los maestros de sus hijos, apagan el televisor y ayudan a sus hijos con sus tareas y les educan sobre lo correcto y lo incorrecto-aquellos padres, sí hacen una diferencia."

Existe un notable concenso entre los educadores, los padres y el público en general sobre el hecho de que los niños aprenderán más y las escuelas mejorarán si se puede hacer que los padres se dediquen más a la educación formal de sus hijos. Epstein (1992, página 1141) ha resumido los estudios sobre la participación de los padres en la educación de sus hijos y sugiere que "los alumnos de todo nivel sobresalen más en sus esfuerzos académicos y tienen actitudes más positivas respecto a la escuela, aspiraciones más altas y otros tipos de comportamiento positivos si tienen padres que se preocupan, alientan a sus hijos y se involucran en su educación formal."

Sin embargo, la evidencia muestra que el solo hecho de aumentar la participación paterna en las actividades escolares de sus hijos no da siempre, resultados positivos, especialmente en el caso de la familia hispana. Los padres hispanos muestran comúnmente, un bajo porcentaje de participación en las actividades escolares de sus hijos; cuando su participación ha aumentado, este incremento no ha conducido a percepciones más positivas sobre la instrucción de sus hijos (Bauch, 1992; Costas, 1991). Si los padres hispanos se sienten obligados a participar y perciben que no se les hace caso, no se benefician del contacto adicional con las actividades escolares de sus hijos. Para determinar cuáles son las estrategias más eficaces para establecer un nexo entre los padres hispanos y los programas de educación preescolar de sus hijos, los educadores necesitan, por lo tanto, desarrollar una comprensión más profunda de las características de la cultura hispana las cuales influyen en las prácticas de crianza y socialización de sus hijos, los estilos de comunicación, y la orientación hacia la educación formal.

El Perfil Hispano

Aunque comparten un idioma común, los hispanos en Estados Unidos no son un grupo homogéneo. Ellos reflejan una gran diversidad entre sí en términos de estado socioeconómico, raza, edad, país de origen, y naturaleza y momento de su inmigración (Nicolau y Ramos, 1990). Las diferencias entre los subgrupos hispanos en términos de estilo de comunicación y prácticas de socialización frecuentemente son mayores que las diferencias generales entre los hispanos y los no hispanos (Haycock y Duany, 1991). Aunque los hispanos son el grupo étnico de mayor crecimiento en Estados Unidos, se sabe relativamente poco de cómo la cultura hispana podría interrelacionarse con la cultura escolar típica de Estados Unidos para lograr resultados beneficiosos para los niños.

Los hispanos, menos los cubanoamericanos, se caracterizan por su alto índice de pobreza y bajo nivel de éxito académico (Valdivieso y Nicolau, 1992). También se consideran como uno de los grupos de minoría más vulnerables en términos de educación formal en Estados Unidos. Comienzan con la educación preescolar después de sus iguales, lo cual resulta en un leve atraso respecto a los demás estudiantes; a la edad de los trece años, el 44% se encuentra al menos un grado menor que el nivel esperado; y más del 40% abandona los estudios antes de acabar con su bachillerato (Liontos, 1992; Nicolau y Ramos, 1990). Aunque los niveles de éxito académico y los índices de abandono de la escuela han mejorado para los otros grupos raciales y étnicos durante la última década, el nivel de éxito académico de los hispanos continúa sin notable mejora (Liontos, 1992). Para corregir esta situación, los educadores deben comprender los factores culturales que actúan como barreras al éxito académico de los niños hispanos, y luego, diseñar nuevas estrategias para ayudar a que los programas preescolares alcancen a los padres hispanos y establezcan una buena relación con el hogar de los alumnos.

Características Culturales

Existen diferencias entre la manera en que se socializan a los niños hispanos y los otros niños estadounidenses. La cultura hispánica tiende a enfatizar la obediencia y valora el respeto por la autoridad de los adultos. El estilo comunicativo entre padre e hijo en algunas familias hispanas es de autoridad, con conversación sencilla, y poca comunicación colaborativa o experiencias primarias de lectura (Espinosa y Lesar, 1994; Liontos, 1992). Por consiguiente, el desarrollo lingüístico del niño hispano frecuentemente parece atrasado respecto al de sus iguales estadounidenses cuando entran al jardín de infantes; y cuando se aplican medidas lingüísticas formales, se puede notar este efecto aún más.

Por toda la cultura hispánica, existe una creencia general en la autoridad absoluta de la escuela y de los maestros. En muchos países latinoamericanos se considera que es de mala educación intrometerse en la vida escolástica de los hijos; muchos padres consideran que es la labor del maestro educar formalmente al niño, mientras que la crianza del mismo es el deber de los padres. Un niño "bien educado" es uno que ha aprendido un comportamiento moral y ético.

Los hispanos, como entidad, tienen fuertes nexos familiares, creen en la lealtad hacia la familia y tienen una orientación colectiva que apoya el desarrollo de la familia en la comunidad; además, se ha reconocido que son sensibles a los sentimientos sin usar indicadores verbales (Zuniga, 1992). Esto se refleja culturalmente en el énfasis en los estilos de interacción cálidos y personalizados, una concepción más relajada respecto al

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tiempo y la necesidad de un ambiente más informal para comunicarse. Dadas estas preferencias, un choque cultural puede darse cuando los padres e hijos hispanos se enfrentan con el estilo que se orienta hacia el cumplimiento de una tarea de la mayoría de los maestros estadounidenses.

Mientras que una comprensión de las características culturales generales del hispano puede ser útil, es importante no generalizar demasiado. Cada familia y cada niño son únicos, y se debe tener mucho cuidado en no asumir ciertos valores o creencias sólo porque una familia habla español y es de Latinoamérica. Es importante que los maestros dediquen el tiempo necesario para descubrir los valores, las creencias y las prácticas particulares de cada familia en su comunidad.

Los maestros también deben examinar sus actitudes con respecto a trabajar con un grupo minoritario que habla otro idioma y que tal vez no comparta los valores sociales de su cultura. Para establecer una buena relación con los padres, primero se deben desarrollar relaciones genuinas a base de la confianza mutua y una buena disposición hacia la comunicación.

Algunas Estrategias Que Sí Funcionan

La mayoría, si no todos los padres hispanos, quiere que sus hijos sobresalgan en sus actividades académicas. Algunos educadores han llamado a los padres hispanos un gran "resurso no utilizado" (Nicolau y Ramos, 1990, página 9). La preocupación por sus hijos, su compromiso para con la familia, su respeto por la educación y su deseo de una vida mejor han sido poco explotados por el sistema educativo estadounidense. Algunos proyectos de programas de educación preescolar y de escuela primaria que han involucrado a los padres hispanos con éxito recomiendan las siguientes estrategias:

1. *El contacto personal:* es de gran importancia establecer comunicación en persona y en el idioma primario de los padres hispanos cuando se hace el primer contacto con ellos. Los panfletos o artículos enviados a la casa del alumno, aun cuando escritos en español, han mostrado ser poco eficaces. Tal vez hagan falta varias entrevistas con ellos antes de que se le brinde la confianza deseada para poder incorporarlos a la participación activa. Las visitas al hogar del alumno son una buena manera de iniciar el desarrollo de un buen nivel de comunicación.

2. *La comunicación sin prejuicios:* para ganar la confianza de los padres hispanos, los maestros deben evitar la idea de que son culpables o están haciendo algo equivocado respecto a la educación de sus hijos. Los padres necesitan ser apoyados por sus contribuciones y no criticados por sus faltas.

3. *La perseverancia en mantener la participación:* para asegurarse de que los padres hispanos sigan participando en la educación de sus hijos, las actividades programedas por el programa de educación preescolar deben responder a una verdadera necesidad o preocupación de los padres. Los maestros deben tener una buena idea de los beneficios que recibirán por asistir a cada reunión y de cómo estas reuniones les ayudarán a desempeñar mejor su papel como padres.

4. *El apoyo bilingüe:* toda comunicación con los padres hispanos, tanto la escrita como la oral, debe ofrecerse en inglés y español. Muchos programas han observado que tener a su disposición un personal bilingüe y bicultural ayuda a promover la confianza (Espinosa y Lesar, 1994).

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6. *El enfoque en la cultura hispana en la capacitación de personal:* todo el personal debe comprender los elementos clave de la cultura hispánica y su impacto en el comportamiento y el estilo de aprender de los alumnos hispanos. El educador tiene la obligación de aprender lo más posible de los alumnos hispanos, su cultura y su trasfondo cultural.

7. *El alcance hacia la comunidad:* muchas familias hispanas pueden beneficiarse de los programas de lectura entre familia, la capacitación vocacional, ESL (el inglés como segundo idioma), mejores servicios médicos y dentales, y otros servicios sociales ofrecidos en la comunidad. Un programa preescolar o de escuela primaria puede ser un recurso o referencia para apoyar la fuerza integral y la estabilidad de la familia.

Conclusión

Es de gran importancia que los programas preescolares intenten aplicar estas estrategias exitosas para trabajar con familias hispanas. Al forjar una comunicación más cercana y servir de puente que atraviesa la división cultural entre el hogar y la escuela, el educador preescolar puede establecer una base para el futuro éxito del alumno en la escuela. El estado actual del alumno hispano crea una especie de urgencia al respecto.

Para Más Información

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Hispanic Parent Involvement in Early Childhood Programs

Linda M. Espinosa

Increasing parents' involvement in their children's education is currently viewed as a cornerstone of most school reform efforts. This belief is expressed in President Clinton's plea during his 1994 State of the Union Message:

> "Parents who know their children's teachers and turn off the television and help with the homework and teach their kids right from wrong—those kind of parents can make all the difference."

There is remarkable consensus among educators, parents, and the general public that children will learn more and schools will improve if we can get parents to do a better job of supporting their children's schooling. Epstein (1992, p.1141) has summarized research on parent involvement as suggesting "that students at all grade levels do better academic work and have more positive school attitudes, higher aspirations, and other positive behaviors if they have parents who are aware, knowledgeable, encouraging, and involved."

However, evidence exists that merely increasing the *amount* of school involvement will not necessarily lead to such positive outcomes, especially for Hispanic families (Bauch, 1992). Hispanic parents have consistently demonstrated low rates of school involvement; when their involvement has increased, this increase has not necessarily led to parents' more positive perceptions of schools (Bauch, 1992; Costas, 1991). If Hispanic parents feel coerced and not listened to, they do not necessarily benefit from increased contact with the school. To determine effective strategies for connecting Hispanic parents and their children's early childhood programs, educators need to develop a greater understanding of the features of the Hispanic culture that influence parents' childrearing and socialization practices, communication styles, and orientation toward formal education.

Hispanic Profile

Although they are united by a common language, Hispanics in the U.S. are not a homogeneous group. They represent great diversity in terms of socioeconomic status, race, age, country of origin, and the nature and timing of their immigration (Nicolau & Ramos, 1990). Differences among Hispanic subgroups in communication styles and socialization practices are often greater than the overall differences between Hispanics and non-Hispanics (Haycock & Duany, 1991). Although Hispanics are the fastest growing ethnic group in the U.S., relatively little is known about how the Hispanic culture might interact with the typical American school culture to produce positive results for children.

Hispanics, except for Cuban-Americans, can be characterized as having high rates of poverty and low levels of educational achievement (Valdivieso & Nicolau, 1992). They are also one of the most educationally vulnerable minority groups in the U.S. They start kindergarten somewhat behind their peers; 44%, by age 13, are at least one year below expected grade level; and more than 40% drop out before completing high school (Liontos, 1992; Nicolau & Ramos, 1990). Although the academic achievement levels and dropout rates for other racial and ethnic groups have improved in the past decade, Hispanic school performance remains consistently poor (Liontos, 1992). In order to correct this situation, educators must understand cultural factors that may be acting as barriers to Hispanic children's educational success and then devise approaches to help early childhood programs reach out to Hispanic parents and form partnerships with the home.

Cultural Characteristics

There are some differences in the way Hispanic and other American children are socialized. Hispanic culture tends to emphasize obedience and to value respect for adult authority. A directive style of communication between parent and child is most common, with little collaborative conversation, elaborated speech models, or early literacy experiences (Espinosa & Lesar, 1994; Liontos, 1992). Consequently the language development of Hispanic children is frequently behind that of their American middle class peers when they enter kindergarten, and may appear especially so if they have been assessed with formal language measures.

Throughout Hispanic culture there is a widespread belief in the absolute authority of the school and teachers. In many Latin American countries it is considered rude for a parent to intrude into the life of the school. Parents believe that it is the school's job to educate and the parent's job to nurture and that the two jobs do not mix. A child who is well educated is one who has learned moral and ethical behavior.

Hispanics, as a whole, have strong family ties, believe in family loyalty, and have a collective orientation that supports community life; and have been found to be field dependent with a sensitivity to nonverbal indicators of feeling (Zuniga, 1992). Culturally this is represented by an emphasis on warm, personalized styles of interaction, a relaxed sense of time, and a need for an informal atmosphere for communication. Given these preferences, a culture clash may result when Hispanic students and parents are confronted with the typical task-oriented style of most American teachers.

While an understanding of the general cultural characteristics of Hispanics is helpful, it is important to not overgeneralize. Each family and child is unique, and care should be taken to not assume values and beliefs just because a family speaks Spanish and is from Latin America. It is important that teachers spend the time to discover the particular values, beliefs, and practices of the families in their community.

Teachers must also examine their own attitudes about working with a minority group that speaks a different language from their own and may not share the values of their own culture. To establish genuine partnerships with parents, genuine relationships with parents built on a foundation of mutual trust and openness must first be developed.

Strategies That Work

Most, if not all, Hispanic parents want their children to succeed in school. Some education professionals have called Hispanic parents a great "untapped resource" (Nicolau & Ramos, 1990, p.9). Their concern for their children, commitment to family, respect for education, and desire for a better life have rarely been capitalized on by the educational establishment. Projects in early childhood programs and in schools that have successfully involved Hispanic parents recommend the following strategies:

1. *Personal Touch.* It is crucial to use face-to-face communication in ~~the Hispanic parents' primary language~~ when first making contact. Written flyers or articles sent home have proven to be ineffective even when written in Spanish. It may also take several personal meetings before the parents gain sufficient trust to actively participate. Home visits are a particularly good way to begin to develop rapport.

2. *Non-Judgmental Communication.* In order to gain the trust and confidence of Hispanic parents, teachers must avoid making them feel they are to blame or are doing something wrong. Parents need to be supported for their strengths, not judged for perceived failings.

3. *Perseverance in Maintaining Involvement.* To keep Hispanic parents actively engaged, activities planned by the early childhood program must respond to a real need or concern of the parents. Teachers should have a good idea about what parents will get out of each meeting and how the meeting will help them in their role as parents.

4. *Bilingual Support.* All communication with Hispanic parents, written and oral, must be provided in Spanish and English. Many programs report that having bicultural and bilingual staff helps promote trust (Espinosa & Lesar, 1994).

5. *Strong Leadership and Administrative Support.* Flexible policies, a welcoming environment, and a collegial atmosphere all require administrative leadership and support. As with other educational projects or practices that require innovation and adaptation, the efforts of teachers alone cannot bring success to parent involvement projects. Principals must also be committed to project goals.

6. *Staff Development Focused on Hispanic Culture.* All staff must understand the key features of Hispanic culture and its impact on their students' behavior and learning styles. It is the educator's obligation to learn as much about the children and their culture and background as possible.

7. *Community Outreach.* Many Hispanic families could benefit from family literacy programs, vocational training, ESL programs, improved medical and dental services, and other community-based social services. A school or early childhood program can serve as a resource and referral agency to support the overall strength and stability of the families.

Conclusion

It is critical that early childhood programs demonstrate successful approaches to working with Hispanic families. By forging closer communication and bridging the cultural gap between home and school, early childhood educators can establish a basis for future school success. The current educational status of Hispanic children creates a sense of urgency about these issues.

For More Information

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La Participación de los Padres en los Programas Preescolares

Linda M. Espinosa

La continua participación de los padres en la educación formal de sus hijos se ve, en la actualidad, como la base de los esfuerzos por reformar el sistema escolar. Esta creencia fue expresada por el Presidente Clinton en su presentación sobre el estado actual del país en 1994:

> "Los padres que conocen a los maestros de sus hijos, apagan el televisor y ayudan a sus hijos con sus tareas y les educan sobre lo correcto y lo incorrecto-aquellos padres, sí hacen una diferencia."

Existe un notable concenso entre los educadores, los padres y el público en general sobre el hecho de que los niños ~~aprenderán más y las escuelas mejorarán si se puede hacer que~~ los padres se dediquen más a la educación formal de sus hijos. Epstein (1992, página 1141) ha resumido los estudios sobre la participación de los padres en la educación de sus hijos y sugiere que "los alumnos de todo nivel sobresalen más en sus esfuerzos académicos y tienen actitudes más positivas respecto a la escuela, aspiraciones más altas y otros tipos de comportamiento positivos si tienen padres que se preocupan, alientan a sus hijos y se involucran en su educación formal."

Sin embargo, la evidencia muestra que el solo hecho de aumentar la participación paterna en las actividades escolares de sus hijos no da siempre, resultados positivos, especialmente en el caso de la familia hispana. Los padres hispanos muestran comúnmente, un bajo porcentaje de participación en las actividades escolares de sus hijos; cuando su participación ha aumentado, este incremento no ha conducido a percepciones más positivas sobre la instrucción de sus hijos (Bauch, 1992; Costas, 1991). Si los padres hispanos se sienten obligados a participar y perciben que no se les hace caso, no se benefician del contacto adicional con las actividades escolares de sus hijos. Para determinar cuáles son las estrategias más eficaces para establecer un nexo entre los padres hispanos y los programas de educación preescolar de sus hijos, los educadores necesitan, por lo tanto, desarrollar una comprensión más profunda de las características de la cultura hispana las cuales influyen en las prácticas de crianza y socialización de sus hijos, los estilos de comunicación, y la orientación hacia la educación formal.

El Perfil Hispano

Aunque comparten un idioma común, los hispanos en Estados Unidos no son un grupo homogéneo. Ellos reflejan una gran diversidad entre sí en términos de estado socioeconómico, raza, edad, país de origen, y naturaleza y momento de su inmigración (Nicolau y Ramos, 1990). Las diferencias entre los subgrupos hispanos en términos de estilo de comunicación y prácticas de socialización frecuentemente son mayores que las diferencias generales entre los hispanos y los no hispanos (Haycock y Duany, 1991). Aunque los hispanos son el grupo étnico de mayor crecimiento en Estados Unidos, se sabe relativamente poco de cómo la cultura hispana podría interrelacionarse con la cultura escolar típica de Estados Unidos para lograr resultados beneficiosos para los niños.

Los hispanos, menos los cubanoamericanos, se caracterizan por su alto índice de pobreza y bajo nivel de éxito académico (Valdivieso y Nicolau, 1992). También se consideran como uno de los grupos de minoría más vulnerables en términos de educación formal en Estados Unidos. Comienzan con la educación preescolar después de sus iguales, lo cual resulta en un leve atraso respecto a los demás estudiantes; a la edad de los trece años, el 44% se encuentra al menos un grado menor que el nivel esperado; y más del 40% abandona los estudios antes de acabar con su bachillerato (Liontos, 1992; Nicolau y Ramos, 1990). Aunque los niveles de éxito académico y los índices de abandono de la escuela han mejorado para los otros grupos raciales y étnicos durante la última década, el nivel de éxito académico de los hispanos continúa sin notable mejora (Liontos, 1992). Para corregir esta situación, los educadores deben comprender los factores culturales que actúan como barreras al éxito académico de los niños hispanos, y luego, diseñar nuevas estrategias para ayudar a que los programas preescolares alcancen a los padres hispanos y establezcan una buena relación con el hogar de los alumnos.

Características Culturales

Existen diferencias entre la manera en que se socializan a los niños hispanos y los otros niños estadounidenses. La cultura hispánica tiende a enfatizar la obediencia y valora el respeto por la autoridad de los adultos. El estilo comunicativo entre padre e hijo en algunas familias hispanas es de autoridad, con conversación sencilla, y poca comunicación colaborativa o experiencias primarias de lectura (Espinosa y Lesar, 1994; Liontos, 1992). Por consiguiente, el desarrollo lingüístico del niño hispano frecuentemente parece atrasado respecto al de sus iguales estadounidenses cuando entran al jardín de infantes; y cuando se aplican medidas lingüísticas formales, se puede notar este efecto aún más.

Por toda la cultura hispánica, existe una creencia general en la autoridad absoluta de la escuela y de los maestros. En muchos países latinoamericanos se considera que es de mala educación intrometerse en la vida escolástica de los hijos; muchos padres consideran que es la labor del maestro educar formalmente al niño, mientras que la crianza del mismo es el deber de los padres. Un niño "bien educado" es uno que ha aprendido un comportamiento moral y ético.

Los hispanos, como entidad, tienen fuertes nexos familiares, creen en la lealtad hacia la familia y tienen una orientación colectiva que apoya el desarrollo de la familia en la comunidad; además, se ha reconocido que son sensibles a los sentimientos sin usar indicadores verbales (Zuniga, 1992). Esto se refleja culturalmente en el énfasis en los estilos de interacción cálidos y personalizados, una concepción más relajada respecto al tiempo y la necesidad de un ambiente más informal para comunicarse. Dadas estas preferencias, un choque cultural puede darse cuando los padres e hijos hispanos se enfrentan con el estilo que se orienta hacia el cumplimiento de una tarea de la mayoria de los maestros estadounidenses.

Mientras que una comprensión de las características culturales generales del hispano puede ser útil, es importante no generalizar demasiado. Cada familia y cada niño son únicos, y se debe tener mucho cuidado en no asumir ciertos valores o creencias sólo porque una familia habla español y es de Latinoamérica. Es importante que los maestros dediquen el tiempo necesario para descubrir los valores, las creencias y las prácticas particulares de cada familia en su comunidad.

Los maestros también deben examinar sus actitudes con respecto a trabajar con un grupo minoritario que habla otro idioma y que tal vez no comparta los valores sociales de su cultura. Para establecer una buena relación con los padres, primero se deben desarrollar relaciones genuinas a base de la confianza mutua y una buena disposición hacia la comunicación.

Algunas Estrategias Que Sí Funcionan

La mayoría, si no todos los padres hispanos, quiere que sus hijos sobresalgan en sus actividades académicas. Algunos educadores han llamado a los padres hispanos un gran "resurso no utilizado" (Nicolau y Ramos, 1990, página 9). La preocupación por sus hijos, su compromiso para con la familia, su respeto por la educación y su deseo de una vida mejor han sido poco explotados por el sistema educativo estadounidense. Algunos proyectos de programas de educación preescolar y de escuela primaria que han involucrado a los padres hispanos con éxito recomiendan las siguientes estrategias:

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Conclusión

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